

THE SCHOOL JOURNAL

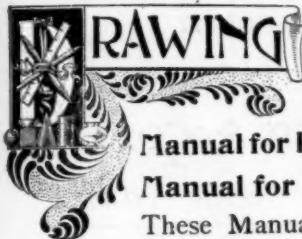
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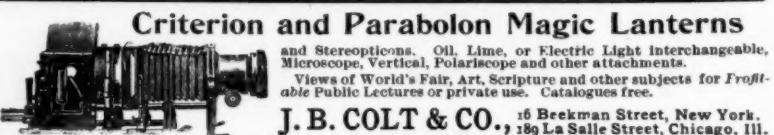
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THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on page 132.

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A COLORED congregation in a small town not very far away has discharged its minister because he didn't "draw." If this plan were followed in the schools, "old-fogey" teachers would soon wake up to the necessity of waking up! Instead of driving the children to school and penning them up there to be bored to sleep and teased back into a condition of semi-wakefulness, instead of absurd "district lines" compelling children to go to certain schools, wouldn't be a good plan to give the children *what they need* at school? This done, there would be no need to compel attendance. There are schools to which they go willingly and even gladly.

School law in Germany forbids the continuance of methods that have been proven ineffective or injurious. It would be well for the United States government to take such action here against the alphabet method of teaching reading. Failing spontaneous governmental action in the matter, it seems a legitimate question for the Society for the Prevention of Cruelty to Children to take in hand. If this society could investigate the subject of first reading as taught in the schools, divulging how it may be and is taught where children's happiness is considered, and how it is taught where the shadows of antiquity still prevail, it would certainly be moved to urge the question forward for legislation.

"They don't look happy!" said a young teacher laughingly to a substitute, regarding some glum looking small boys, who were detained after school for pranks perpetrated during the day. "I'm persecuting them," was the reply. We are sorry to say there are schools where this spirit still exists, and suggesting punishments inflicted on troublesome pupils. The unthinking young teacher feels herself persecuted by the bad boys and she persecutes them in revenge, to the full extent of her power. We have seen a row of mischievous little girls compelled to sit with their arms in a vertical position until their faces were pale with weariness. They were just as mischievous the next day. Better interest them than persecute them. If you don't know how there are ways of finding out.

The most earnest teachers are sometimes discouraged in their search after better methods by finding that in schools and classes noted for excellence in one particular line of work, something else is neglected. If they do a little visiting and stop there they are liable to the very false conclusion that this is necessarily so. Hobby schools are not to be imitated. Keep on visiting till

you find a school where the pupils learn to read independently in a year and *excel in arithmetic, too*; where objective teaching is practiced and the three *Rs* well taught besides; where discipline is humane, but *attention ever ready*; where freedom of conduct is permitted, but *conduct is nearly always work*; where pupils whisper if they want to, but *seldom want to whisper about anything but their work*; where cast-iron regulations are unknown and *confusion is likewise unknown*.

Such schools exist, if they do not in your immediate neighborhood; and the secret of their management is Concentration. Concentration on the part of the teacher of all her available forces in her work. Concentration of all the subjects of the curriculum in one great aim, which is culture. Concentration of all the child's surroundings upon him as the thing to be cultivated. Concentration of all the child's interest in the study of the moment. There is science and art here, teachers, and you cannot study it too deeply or too perseveringly.

Not one of us can say, "I am innocent of wrong doing in any shape or form." Each of us does some harm, somewhere and somehow. Most of this harm is done unconsciously. It behooves us to continually examine our conduct and eradicate the wrong as fast as we can discover it. Particularly does it behoove teachers to rigorously and daily and hourly question their own methods with the young, whose habits they are making. In our very admiration of older and abler teachers we may have adopted some of their faults. In our very recognition of the value of certain rude forces that have helped to shape human nature in times of lesser general intelligence, we may be applying those forces to a degree far beyond the limits of their waning usefulness. *Criticism* is such a force. How are you applying it? If we are to have mutual criticism of pupils, what form shall it take?

Teachers who want to know about the different kinds of teaching that are being done and where to class their own, must do more than visit schools in their own immediate vicinity. The teaching in any one neighborhood is likely to be very much on the same plane, because the same ideals prevail or the same system rules. Go as far as you can from home and read reports of other methods than your own, even if you think you have the best. Miss Patridge's "Quincy Methods," gives a living pictorial account of most interesting lessons, just as they were given to the little ones. Dr. Rice's recent book describes very clearly the prevailing types of teaching, and affords an excellent basis of classification. "Preston Papers," "The Coming School," and "Evolution of Dodd" are interesting and helpful studies in this same line. The constant panorama of method passing over the pages of your educational journal should be carefully studied.

A Suggestion.

By ELLA M. POWERS.

In the school-room teach the pupils to praise each other's work as well as point out the failures. Too often it is the teacher who upholds the pupil in looking for the mistakes of others.

Not long ago in Miss White's room, an apparently capable and bright boy became deeply interested in the subject under discussion. He had a story he wished to tell. Miss White gave him permission, and with a delightful child-like eagerness he began with a smile: "Once I seen an elephant take a—

"Oh!" interrupted Miss White with a little frown—"You don't mean to say, 'I seen.' That is very ungrammatical. Class, what is the *right* word?"

"I saw!" came exultantly in a triumphant chorus from the class.

"Why, certainly," said Miss White, "don't ever say 'I seen' again. Now, class, be watching and correct any mistakes he may make. John, you may continue your story."

Johnny felt chilled, all his enthusiasm and his smile had disappeared. He looked very much disappointed, but said indifferently, "I saw an elephant take up a little boy and he come right"—

Up came those awful hands about him, and little faces bent forward with a smile that smote the little fellow's heart. Johnny was surprised, hesitated, looked appealingly at Miss White, who, from her lofty pedestal of wisdom, looked slightly annoyed and said: "Don't you know you made a mistake? You see all the others have noticed it."

John was so embarrassed he had entirely forgotten what words he had used, and Mary was called upon to correct him. The little girl in a very important manner said crisply: "He should have said 'came' instead of 'come'."

"Very good, indeed!" said Miss White, smiling at Mary with a look of approval which was not unnoticed by John, who was requested to begin again. There was now no trace of enthusiasm or eagerness. Quite the reverse. John obstinately looked at the floor. His interest in that thrilling story had vanished. In its place was disappointment and a trace of stubbornness.

Can we wonder at it, we who do not always take corrections gracefully and thankfully? He felt like a hunted animal. The hand of every fellow, and even that of his teacher, was raised against him. All were hurling arrows at him. All this caused him to grow sullen and defiant. He stood firm and never said another word, and was at last sent to his seat in shame and disgrace for not complying with his teacher's request to "proceed."

Miserable and unhappy as he was, he felt he had been wronged and yet blamed himself. We ask for what? Then arises this question: Why should teachers instruct their pupils to look for what is wrong?

There is a duty in this matter, an influence that bears fruit during the life-time of these children, and these little habits formed in the school-room develop into greater ones and cling to one through life.

Suppose James writes on the blackboard:

"Bengamin Francklin was a printer."

Now many a teacher will say; "What mistakes?" Why not say, "How many excellent things about this sentence? The children would then look for the correct forms and answer: "It is written neatly." "The letters are all well formed." "He has a nice capital B, and capital F." "His words are well separated," or, "He has a period at the end and his proper names begin with capital letters."

James is then delighted that his sentence contains so much that is correct. Then carefully and with gentleness and tact the teacher tells him to change the *g* to *j* in Benjamin, and cancel the *c* in Franklin and only one *f* in printer.

James then writes it correctly twice and all goes smoothly and harmoniously. The other pupils have been taught to praise and not to blame.

Put these mistakes in the background. Teach every pupil to look for a comrade's *good* qualities, to appreciate honest effort and encourage all that is true and right. There are mistakes that must be corrected, but in that correction let us beware of making a greater mistake.

If surgery is necessary make it as painless as possible. A school-boy's hand is not always skilful enough to perform so delicate a task.

Better to fail a hundred times in grammar than to fail in that spirit of kindness, courtesy, and manliness that finds truth, purity, and good in all things.

Ways of Teaching Children to Read.

The question whether or not the schools should teach more than the three Rs will be discussed among educators, as among taxpayers, for some time to come. It is a war of words, however, and nothing more. A few questions put to and answered by the opponent of liberal culture in the schools, will bring this out with clearness. It may be assumed that the "practical" man would answer as follows:

Why would you teach reading? To enable the future citizen to read his ballot and the law.

Of what use is it for him to read his ballot if he knows nothing of the man named upon it? If he can read his ballot and the law he can read the newspaper.

True, if he can read the law, he can read a good deal. How do you propose to impart such proficiency in the art of reading? By the old A, B, C method? Oh, no!

How then? By the word method at first, and then by the phonetic method.

What do you mean by the word method? Showing the written or printed word and establishing an association in the pupil's mind between the idea and its word form.

To what extent would you teach him by this method alone? I should take him in this manner perhaps half through the primer.

And then you would use a phonetic method. What do you mean by that? Teaching the correspondence between the audible parts of the spoken word and the visible parts of the word form.

How long would you continue this method? Through the first reader.

The correspondence is then thoroughly taught? It ought to be.

Then the pupil is an independent reader by this time? Not at all.

What more is necessary? A great deal of practice in a more extended vocabulary, so that he may learn the analogies of English words and have another aid to pronunciation than pure phonetics.

The phonetics and these analogies, then, cover everything? Not by any means.

How is that? There are many words in English to whose pronunciation there is no clew, except with the advanced scholar. Even the latter had to learn these words arbitrarily in the first place, and this the child must do.

About how long should it take the child to acquire this knowledge? That depends on the range of his reading and the amount of attention he gives to these anomalous words as they occur.

But can you not gather them all together and teach them by mechanical drill? We could, but it would be a very painful and stultifying process, both to child and teacher.

The pupil, however, would know how to read at the end of the discipline? Not at all, because word calling is not reading, and experience shows that words taught in columns stand a poor chance of being recognized in sentences, when the mind is busy with the sense.

What more, then, is necessary in order that your pupil may become able to read the law? A very great deal of reading on many subjects of intelligence, so arranged as to train to closer and closer attention.

But you must not train the faculties. Did you not say the school should teach nothing but the three Rs?

It is possible to so teach the three Rs as to train every faculty of the body, mind, and soul.

But is your broad way the most expeditious way? It is the only way.

Do you mean that a man cannot read the law without breadth and intensity of culture? In a general way, yes.

What subjects would you choose that your pupils should read? All subjects treated in good general literature.

In reading these subjects intelligently, is any collateral study necessary? Yes; the pupil cannot read understandingly, except with the help of what he has realized in his own experience.

Is a child's experience out of school always adequate to the clear interpretation of reading lessons? Not always. The proper teaching of a reading lesson often involves a great deal in the form of supplied experience.

Then you need apparatus, natural objects, means, in short, of teaching the sciences? Yes.

But is not this sort of education too expensive for the state, according to your doctrine? The state undertakes to teach the child to read.

Why may not some of this varied practice in reading be left to the pupil's after life? Because experience has shown that the average pupil rises no higher in the plane of his reading than the school leaves him. He will not educate himself to read the law unless he receives some forceful impulse from the school in the direction of superior reading, and this can be given only through an intimate acquaintance with subjects of thought appropriate to his age.

Then you and I differ only in that one or the other reverses end and means.—E. E. K., in the *Brooklyn Eagle*.

The Question of Writing.

By the Author of "THE COMING SCHOOL."

The objection raised to slant writing is that it almost necessitates an unhygienic attitude, and strains the eyes by fixing them too steadily at an unequal angle.

In looking at any object directly in front, the eyes are inclined together with a slight squint. The more distant the object the less this inclination; the nearer the object the more perceptible the squint. The object and both retinas are related by lines that describe an isosceles triangle. Fasten the middle of a piece of string to a piece of paper, and hold it off from the eyes, while holding the ends of the string upon the closed eyelids with the fingers of the left hand, for a concrete approximation to this triangle.

When the object seen is not directly in front of the eyes (move the paper off to the right, letting the string slip through its fastening) the triangle becomes scalene. It seems to be this scalene triangle to which the advocates of vertical handwriting object. In looking at an object to the right, the left eye has to incline itself more from a forward line of view and to adjust itself to a greater distance than the right eye. Thus unequal strain is imposed and astigmatism induced.

It may well be questioned, however, whether much of the injury to children's eyes which has certainly resulted of late years from too much writing would not have resulted from the same amount of vertical writing or from looking painstakingly at any given point for the same amount of time. If this be answered in the affirmative it becomes apparent that there are two important questions to be considered in relation to writing in the schools, whether vertical or slant writing be in vogue:

1. Should the amount of writing required of pupils be diminished in favor of other modes of silent expression?

2. Can writing be so taught as to relieve the eye of the intense watchfulness now required of it, in the aim to get height equal, slant parallel, and form perfect?

Every scribbler knows that not so good a light is required to write by as to read by. Suppose that the hand were so trained as to substitute beautiful script for the scribbling, with no greater effort or watchfulness? Sup-

pose we were all taught writing so that we could produce a graceful hand in a dim light, and that with ease?

If it is possible to teach writing with such a result it has probably been done somewhere. Where has it been done? Why do not all teachers know about it? How long will it take to introduce the system everywhere?

It is quite probable that not slant writing but writing between lines and writing without freedom of graceful and regular movement has injured the eyes (and minds) of pupils. Overhaste in securing *good form* from primary pupils may be at the bottom of the trouble. It may be that *good movement* should be secured first.



The Ethical Motive.

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

—Longfellow.

We shall leave the footprints, whether we try to make our lives sublime or not, and whether they be planted with the heavy tread of a warrior or the gentle stepping of the hospital nurse, whether they be so unique and so firmly imprinted as to be through all future ages associated with our names, matters little. It is hardly to be supposed that so pure a poet as Longfellow meant to encourage the cheap sort of effort that seeks fame—and usually misses it. He surely meant to point out the lessons of great men's deeds as an inspiration to the heroes of private life.

No grander character ever rolled a mighty name across the pages of history than has sacrificed its desires beside a sick bed, never to be known. The potentially great whom circumstances have buried in obscurity, instead of lifting them into prominence, have been legion. The potential heroes that have become bad, desperate characters, for lack of the right inspiration or through early embitterment—who shall count them? Let "lives of great men" remind the teacher of the sublimity she may put into her pupils' lives.

Let history be so taught that its saving grace may be felt by every soul capable of receiving it; make your children acquainted with the great—not by telling the dates of their births and deaths, but by teaching their greatness.

The story of young George's hatchet will never be threadbare to the children. We have seen a class of little six-year old boys start with a thrill of noble sympathy as the courage of the truth-telling boy was conveyed to them in words inspired by the teachers' own moral earnestness. There was a perfectly readable resolution on many a childish face in that room to make his own life sublime like that of the hero. Of course it didn't last long, but what does, save in the passing on of influence? Past thought, recurring under fresh circumstance to be modified and to modify—what else makes up the sum and current of our lives? These little boys experienced a vivid moral thought which would many times thereafter return to associate itself with some passing circumstance, sometimes influencing conduct. Let us teach history to build character.



Mere nonsense, jingle, rhyme, gibberish, vocal gymnastics of the Theophilus Thistle order, have a certain aesthetic value to children, which is enhanced because they are meaningless sounds which most writers now insist should be, for that reason, kept out of primers. The cries of animals, interjections, the original Mother Goose, all that is alliterative or onomatopoetic, lines of make-believe "Choctaw" speech, which a recent primer introduces and defends, from the strange delight of children to be freed from conventionalized meanings, and to have their fancy left with the sound as mere noises, to make of them what it will—all these have a high aesthetic value for children.

—G. Stanley Hall.

PRIMARY METHODS

Combined Method of Teaching Reading. VI.

By ELLEN E. KENYON.

THE MECHANICS.

The technic of sentence writing has so far included only the copying of sentences. The children have learned not to omit the period or question mark at the end. The fact that a capital letter leads has become a matter of clear consciousness to some, while others remain but dimly conscious of it. A good way to impress this upon the naturally unobservant is that of a bright teacher who, when a word formerly used in the body of sentences with a small initial became first word in some new sentence, explained, "Can is going to the head of the line, now, and it must have its Sunday dress on." When the copying of many sentences has taught how to make all styles of "Sunday dresses" that words can possibly wear, dictation of sentences may begin. Previously to this acquirement, original or dictated sentences written by the pupils will necessitate such demands as, "Please show me how to make a Sunday dress for can" — or "how to write can with a capital letter."

No rule is required for I. The child who has always written the pronoun correctly always will. It is not necessary even to call his attention to it. Copying establishes the right habit.

With regard to capitalizing proper names: Most of the proper names acquired so far have been taught by the word-method, in sentences. Occasionally a proper name has been dictated in some phonetic game. The teacher has written the capital without comment. She may now turn for advice to the children and lead them to decide that such words should be dressed in their Sunday best always, to distinguish them from common words. "Boy is a common word, but George is a friend of ours and always dresses up when he comes to see us;" or, "Fido's feelings will be hurt if we write his name with a small letter;" or, "There are plenty of countries, but only one America!"

As to paragraphing: Every sentence should be a paragraph during the greater part of the first term's work, to assist in "finding the place." Occasionally where a short sentence leads or complements another very distinctly they may be paragraphed together, if only to break the invariable rule and check the growing impression that a sentence must be a paragraph. As the reading proceeds and the script becomes lucid and the "place" is more easily found and held, longer sentences may be written and when short ones group themselves they may be "run in," as the printers say, forming paragraphs. After this has been done some time, attention may be called to arrangement of subject matter in this way, as (stopping at the appropriate point in the notation of pupil's language for reading purposes), "I don't quite like the way. I have arranged these last three sentences. I wonder if something better could not be done with them." If the time for this question has arrived, some one will say, "They are all what Mary said;" or, "They all belong together." If the teacher is disappointed in eliciting this, she may say, "I think I had better run them together in one paragraph," suit the action to the word, pass the interruption lightly by, and proceed with the subject under discussion. After the paragraph sense has dawned in the class, suggestions from pupils as to paragraphing should always be in order and accepted when good. (These points in composition are legitimately considered here, because, in this course, the pupils are making their own reading lessons and should be trained to make them as perfect in form as is practicable.)

The composition forms that may be used in connection with early reading when plenty of it is done in B. B. script include the letter. Let the teacher write a little letter to her pupils on the B. B., using only words universally known among them. Let them find it upon entering school and enjoy it and puzzle over it all they like before nine o'clock. Of course they will want to read the letter to mama, and of course it must be very carefully copied for this purpose. A home reading lesson is thus provided for and a sharing by the parent of the child's school thought. Then the class must compose and dictate an answer on the following day, using no word they do not know how to write, or (only under sore necessity this time), asking how to write unknown words. Make-believe is potent with the little ones. The teacher may pretend that she is absent and that it is a substitute who is superintending the reply to Miss —. One of the "live" lessons in "Quincy Methods" (which every primary teacher should read) is a first

letter, written by the children to the principal.

WORD STUDY goes on, meanwhile, in daily exercises, analytical and constructive. Children classify every day upon some new orthographic basis. The following is a sample exercise.

Teacher writes vertically, *an, en, in, on, un*, and asks who can pronounce all, and which are words, and in what words each is contained. Collecting the words containing these as parts will be sufficient study for one day. The next day take the vowels and some other consonant. When these are all exhausted, place the consonants before the vowels. Write *ba, be, bi, bo, bu*, and teach the little song that goes with these syllables. Be careful not only to teach no wrong pronunciations, but to put to avail every opportunity of fixing correct ones permanently. For instance, *bu* isn't "boo;" and *ea, ee, ai, eo, eu*, must be correctly pronounced. This will be considered great fun by a class of children who are used to enjoying their work.

In the course of this work, the children themselves will discover the use of *y* as an equivalent of *i*, in both the *yn, il, etc.*, and the *by, fy, etc.*, series. After they make this discovery the sixth vowel may be incorporated. (*W* and *Y* are never consonants. As initials, the one is *o* and the other *e*.)

After the vowels have been coupled with all consonants, both leading and following them, the *ant, etc.*, words may be collected using double and triple consonant formations both after and before the vowel.

Then all the *er, ir, or, etc.*, words may be found; all those that end in *ly, ing, er, al, tion, on, less, est, ful, ness, ey, ie, etc.*, and all words that may have these syllables affixed to them may be collected next.

The above collections are not to be kept. The usefulness of the Word Bank is over. The only record now should consist of correct forms of words commonly misspelled (*i. e.*, wrongly classified by pupils). Say nothing of the mistakes in spelling, but get them out of sight as quickly as possible and practice upon the correct forms.

Something was said in Paper IV. of this series about completing certain sets of words (names of digits, names of colors, etc.) The children know, by this time, nearly all of the personal pronouns. Write the entire set (in the nominative) on the blackboard in a column, *I, you, he, she, it, we, they*. Ask who knows them all and who knows all but one. Ask which one is not known, point to it, and allow any one who knows it to tell it. Then point to it alternately with each of the others while class calls them all off in concert.

Example: Some pupil avows ignorance of the last word. Those who know tell that it is *they*. Class calls off as teacher points: "I, they, you, they, he, they, she, they, it, they, we, they." This will be sufficient drill on *they* for all present purposes, while reviewing the others.

Follow this with some exercise in the use of these pronouns, as, for instance, the verb drill, on page 114. The next day, the possessive and objective pronouns may be added to the list.

Another set of words to be completed at about this time is the names of the days of the week. The list may be made by asking on Monday morning for the name of the day and writing it upon the blackboard. On Tuesday ask again and add the name of each successive day as it occurs. On Friday ask what to-morrow will be and add Saturday as well as Friday. When Monday comes again, ask what yesterday was and place Sunday at the top. Use these words in sentence lessons and in language work, asking pupils to point to the name in question. An exercise in written language may be as follows:

On —— we go to church.

—— is washday.

The ironing is done on ——.

—— is sewing day.

My mother does her shopping on ——.

—— is sweeping day.

—— is scrubbing day.

Children who have followed this course from the beginning will have no trouble with the new words in these sentences. Five minutes of instruction and drill will teach them well enough for the purpose in hand and some of them will be taught for life. The blanks should be filled from a column in which the days are not named in order. It is better to have the names promiscuously arranged, so that the sentences may follow in their natural sequence.

The current series of lessons on the "Naming of the Days," beginning with "How it Came to be Sunday," in THE PRIMARY JOURNAL, would be beautiful in this connection. When the names of the days are thoroughly known, the names of the months may be taught in much the same manner. The recent "Lessons on the Months," by Jennie Young, in THE INSTITUTE would offer more or less suggestion here, though they would better wait for the respective months to come round to be given in full.

LIBERAL SIDE.

This is Washington's natal month and the teacher should make the most of it in teaching history and ethics. The hatchet story is never old to those who hear it for the first time; and the little ones have discussed enough live subjects by this time to be able to listen to the story of our thralldom and release as a nation. Material for much instruction will be at hand in THE PRIMARY JOURNAL. This subject should furnish the special feature of the month and link itself with the science study, consisting of mineralogy, winter botany, zoölogy, physics, geography, etc.

Reading Gymnastics.

(From LeRow's "How to Teach Reading.")

In all these exercises the teacher can aid the pupil and insure regularity and uniformity of movement by a system of counting. For instance, in No. 2, poising forward and backward, "One—two," to poise forward; "three—four," to return to position. "One—two," to poise backward; "three—four," to return to position. The same system of counting obtains (with slight variations which the judgment of the teacher will suggest) in all the physical exercises.

POSITIONS AND EXERCISES FOR THE BODY.

1. Sitting position.
2. Poising forward and back.
3. Head turn right and left.
4. Head bend forward and back.
5. Head bend right and left.
6. Standing position.
7. Rising on the toes.
8. Body bend forward and back.
9. Body bend right and left.
10. Body turn right and left.

1. *Sitting Position*.—Rest the feet naturally upon the floor. Sit as far back in the seat as possible, so that the lower part of the spine is supported, but not touching the shoulder blades. Hands rest easily in the lap. Eyes to the front, chest expanded naturally (not strained), head erect.

The direction especially to little children, "Sit as tall as you can," will invariably bring them into the required position. It should be a perfectly easy and comfortable one, without strain upon the chest, shoulders, or arms.

2. *Poising Forward and Back*.—Incline slowly forward till the chest touches the desk in front, without drooping the head or bending the spine, then return to position. Incline the body backward, until the shoulder blades touch the back of the chair, still without drooping the head or bending the spine. Return to position.

It is almost instinctive in the student to relax the muscles of the neck both in bending forward and backward, tipping the head so as to look down upon the desk, or up at the ceiling. *No good can be accomplished unless the muscles of the neck are kept rigid*. Direct each pupil while sitting erect, to fix his eyes on a point exactly in front of him—the teacher can designate a spot—and keep them there during the poising, both forward and back. This will immediately remedy the fault. It is well to request the children, when poising as far backward as they can, to touch with the tips of the fingers the muscles on each side of the neck, that they may see for themselves what is accomplished by the exercise. This generally proves a surprising and pleasing discovery, and an incentive to further effort.

3. *Head Turn Right and Left*.—Take the prescribed sitting position (which requires the head to be held erect) and turn the head to the right until the right eye comes in a straight line with the shoulder. Return to position. Turn as before to the left.

4. *Head Bent Forward and Back*.—Keeping the sitting position, move the chin downward and forward till it touches the chest. Return to position. Move the chin upward and backward as far as comfortable. Return to position.

5. *Head Bent Right and Left*.—Keeping the sitting position, bend the head as far as possible down towards the right shoulder. Return to position. Bend as before towards the left shoulder. Return to position.

6. *Standing Position*.—Stand firmly with the weight equal on both feet. Chest expanded naturally and comfortably. Arms hanging easily at the side, without stiffness. Shoulders equal height. Shoulder blades flat (as they will be if the chest and arms are in proper position). "Stand as tall as you possibly can."

7. *Rising on the Toes*.—Take the proper standing position and raise the body gently upon the toes without bending the knees, and without losing the balance. Gently return to position.

After some practice with this movement remain standing upon the toes for a few seconds. Practice the same, rising on one foot at a time.

8. *Body Bend Forward and Back*.—Keeping firmly upon the feet, without bending the knees, bend slowly forward as far as possible without losing the balance or raising the heels. Return to position. Bend gently backward as far as possible without bending the knees. Return to position. This movement is wholly from the waist.

Teaching Composition. I.

By AN EX-TEACHER.

This work should be graded, but the plan of grading that confines the work of a whole term to compositions one sentence in length requiring two sentences in second grade compositions and three in third-grade, is mechanical in the extreme and destructive of interest—that first essential in composition writing.

The first thing to be secured is that the child has something to say that he wants to say. The first thing to be *prevented* is a wrongly spelled word or a wrongly constructed sentence.

Preliminary writing lessons need include nothing more than words and sentences from the reading lessons, sentences being invariably capitalized and punctuated at the close. Dictation of words and sentences previously written from copies should also precede composition writing.

The first composition may be a feature of a talk on dogs, or dolls, or birds. Singing birds are discussed, and the question arises, *Can your bird sing?* Accomplished dolls will have their praises gladly sung. Question, *Can your doll shut her eyes?* Some dogs are cross, some are clever. Questions, *Will your dog bite?* *Can your dog sit up and beg?* What an absorbing task to tell to the teacher's eye alone, as a great secret, perhaps, "My dog will not bite." "My doll can shut her eyes." "My bird can sing." And as the teacher tip-toes about the room learning these wonderful secrets from the slates, and exchanging confidential glances with her little correspondents, what magical interest attaches to the wonderful power of writing. Then the teacher may ask, "Is there any one else you would like to tell about your doll (your dog, your bird)?" and the bosom friend has a look at the slate and knows the secret, too, all silently imparted! Isn't this putting soul into your work, dear teachers?

But this little play must not be repeated till the interest has turned to ennui. Try something else next time. Put off your next composition until you have *thought* of something else.

When the spelling vocabulary has sufficiently increased, a funny or an unusually interesting school incident may be related, in a single sentence, to mama at home, and the information carried to her upon slate or paper. Or a tiny letter may be written to principal or teacher. This last device has been successfully used by many teachers:

Dear Mama:

We had a kitten in school to-day.

LILLIE.

Dear Miss B.:

We were all here before nine this morning.

NELLIE BRINK.

Dear Miss S.:

I will bring you some leaves to morrow.

JACOB.

Such may be the first letters—only *copying* the letter form from the blackboard should precede its independent use, and all words used must be known or asked for. No misspelled word should be allowed to intrude into its confusing form, nor should a wrong arrangement of address, subject matter, and signature be permitted. *We learn to do wrong by doing wrong*. Prevent the first wrong doing.

Letter-writing once introduced, many will be the occasions for its use. When no inspiring occasion presents itself resort to copying, taking the next higher form as soon as the simpler form is understood.

For instance, the lesson is on a parrot. For a "reproduction story" at its close, the teacher relates:

I'll tell you how one little girl obtained a parrot. She knew that her uncle in the city kept a bird store. She wrote him this letter:

WAVERLY, Feb. 9, 1893.

Dear Uncle Sam:

I should dearly love to have a parrot. I know you keep them in your store. Do they cost much money? If not, I will save up my pennies and buy one.

Your loving niece,

LUCY MASON.

(As the name of the place is written the teacher asks, "Why did she write that?" and as she writes the date, "How long was that ago?" etc. After the letter is written and read by one or more of the pupils, the story is concluded.)

Her uncle was so pleased with the little letter that he sent her a beautiful red and green parrot on her next birthday.

The story is retold by pupils, the superiority of letters dated over letters undated is discussed, and the letter copied. After that, all letters are dated. This work should be completed during the first school year.

A Caution from Supt. Maxwell.

(Reprinted from his Annual Report for 1892.)

Associate Superintendent Ward has elaborated a method of teaching beginners to read which has already revolutionized this work in a majority of our schools. This method is based upon the systematic study of the elementary sounds of the language and makes only incidental use of the word method. Its main characteristics are the following :

1. The sounds are graded in the order of their difficulty.
2. The sounds are learned through the ear before they are articulated.
3. Sufficient practice is given in reading words involving each sound as it is learned, so that the sound itself and the character used to represent it can never afterward be disassociated in the pupil's mind. The character when seen suggests the sound at once; and the sound the character.
4. The word-method is used only when it is necessary to teach a word involving sounds not already learned. The benefits that have resulted from the general adoption of this method are the following :

1. The child's ear and organs of articulation are thoroughly trained from the beginning.

2. The child learns reading—the most important instrument of progress in education—many times more rapidly, easily, and pleasurabley, under the new than under the old system.

3. And, most important of all, the child from the start acquires the power of making out new words at sight. The moment he feels the possession of this power he pursues his work with zeal, an interest and a pleasure that are something new, even to the most experienced teachers.

Two or three dangers, however, have developed in connection with this method, against which teachers should be placed on guard.

1. The danger of going too rapidly at first, and thus discouraging the child by requiring him to read words before he has thoroughly learned the sounds of which they are composed.

2. The danger of introducing words beyond the experience of the child or words that cannot be easily illustrated objectively.

3. The danger of confusing the child by attempting to teach the sounds and the names of the letters simultaneously.

Where these dangers have appeared they are invariably the result of unskillful work on the part of the teacher. As skill, however, is developed through practice it may reasonably be expected that the faults referred to will gradually diminish, even if they do not disappear.

The objection has been made to this method that the necessity of following certain lines of sound in selecting words and sentences for reading, precludes the possibility of correlating the work in reading with other subjects taught in the grade. The answer to this objection is that in the first stages of school work, when the child is learning the elements of reading, number, and form, but little correlation is possible under any conditions; and, in the second place, that the retention to a limited extent of the word-method permits the teaching of such words found in other studies as it may be considered necessary or advisable for the pupils to read.

Upon the whole I am inclined to regard the introduction of the new system of reading as one of the most important achievements of the year.

[The above is printed for the benefit of last year's readers, many of whom are probably using the method referred to, which was given in two numbers of THE PRIMARY SCHOOL JOURNAL.]

Hints for Language Lessons.

By E. E. K.

CHEAP MATERIAL.

Every teacher should know of the highly attractive and suggestive language pictures that the soap companies are furnishing freely. All that is needed is to collect the soap wrappers, which the children will bring to school in abundance, and send to the manufacturers for their list of subjects. You can hardly choose amiss, and in a short time you can have your school-room walls gaily decorated with live colored pictures of children and their pets, taken in an unlimited variety of positions and illustrating no end of incidents for story making. One, a picture of a little girl with a bushel basket over her head, just showing her laughing face, and another, representing two healthy and smiling twin babies, combined in the mind of a six-year-old, to furnish the following exciting tale :

Katie had two little twin brothers. They were both babies. One day she put a big basket over her head and said "Peek-a-boo!" at them and made them laugh.

THE VERB SING.

To the tune of do, re, mi, do, part one of the following drill:

may be performed; the teacher pointing to the subject words written on the blackboard :

1. I am singing.
We are singing.
You are singing.
Maude is singing.
He is singing.
She is singing.
They are singing.

2. "Tell me again about all these people and what they did."

I sang, We sang, You sang, Maude sang, He sang, She sang, They sang.

3. "What have we done?"

I have sung, We have sung, You have sung, etc., the teacher pointing.

4. "How long had the children sung when I made them stop?" (Answers by individuals this time.)

THE VERB KNEEL.

Let class kneel.

1. Class, what are you doing?
Susan, what are you doing?
Jack, what is Susan doing?
Class, what is Jack doing?
What are the children in the first row doing?
Am I kneeling? (Require complete sentences.)
2. How long have you been kneeling?
Stand! Jennie, what have you been doing?
Jacob, what has John's row been doing?
Etc., etc.
3. Matthew, why did you kneel?
Class, why did you all kneel? (We all knelt because you told us to.)
4. Class, what were you doing when I told you to stand?
Mary, what were you doing?
Robbie, was I kneeling when you were?
5. Sarah, had you ever knelt before I told you to?
Joseph, had you?

(The first four tenses are thus practiced. The future tenses will take care of themselves, except as to that distinction between shall and will which is too close for little children.)

[Some of this verb work was published by the writer, several years ago, and met with a very wide popularity.]

PLACE AND ITS PREPOSITION.

The teacher silently holds any small object in the indicated relations to other objects, and the pupils make the statements :

- It is on your head.
- It is above your head.
- It is under your chin.
- It is before your face.
- It is behind you.
- It is among the things on your desk.
- It is in your left hand.
- It is in your right hand.
- It is on the back of the desk.
- It is on the front of the desk.
- It is on the middle of the desk.
- It is between your fingers.

Among is hard to develop. Use such sentences as.

Put the book among the other books.

Name some child among those in the corner.

Among all these pictures which do you like the best?

Charley has a large agate among his marbles.

I found this among some pretty shells.

Make the children use the word in sentences of their own.

EXERCISES IN DESCRIBING.

If the children are accustomed to responding to pantomime on the teacher's part the responsibility of finding words to express the silently indicated thought is thrown upon them and the value of a certain line of language lessons is much enhanced. For instance, the children may be led by simple gestures to give the following statements, which together make up a description of a familiar object :

1. That is a call-bell.
2. It has a dome and a clapper.
3. It has a rod to move the clapper, and a button at the top of the rod.
4. It stands on three feet.
5. It is used to give orders.

The last statement is an exception, and must be developed by questioning. Any word necessary to the description and not already known to the children must, of course, be supplied by the teacher. The description once completed should be reviewed and the children practiced in repeating it, *seriatim*. A similar course should be pursued with other objects as :

1. The pointer is long, round, and smooth.

2. It has a thin end and a thick end.
3. We take hold of the thick end and point with the thin end.
4. The pointer is made of wood.
1. That is an apple.
2. It has a skin and a core.
3. Between the skin and the core is the pulp.
4. We eat the pulp and throw the skin and core away.
1. The key is made of brass.
2. It is used to lock a door.
3. It has a part that fits into the lock and a part to take hold of.

These examples are from the work of a class doing second half-year work.

Younger pupils should not be required to put more than two statements together in a description.

OBSERVATION STORY.

Miss —— has a call bell. When she rings it once, we put our hands so. When she rings it again the monitors go to the rolling doors. When she rings it three times more they roll the doors, very slowly. Then she rings it once for the monitors to take their seats. That makes six times that Miss —— rings the bell for assembly. It saves her the trouble of speaking six times. To ring the bell sounds better than so much talking. The captain has no bell to drill the soldiers. His throat must get very tired.

PICTURE STORY.

I see a picture of a little girl with a basket. Two robins are perched on the edge of her basket. They must be very hungry to be so tame. There is snow on the ground.

School Incentives.

(Reported.)

Mrs. D——'s experiment with written spelling was successful enough to be worth telling about, and may be tried with like effect in connection with other studies.

She began in September to dictate ten words a day, five of which were the day's spelling lesson and five review. These were written by the children upon sheets of paper, which were collected at the close of the exercise.

Mrs. D—— took the papers home every day, canceled words incorrectly written, and separated those upon which the spelling was perfect, and the writing showed effort. These she filed, having first affixed to each, according to neatness, etc., a gilt or a silver star. The stars thus used were bought by the box at a stationery store for a trifle.

The next day she returned to the owners all papers bearing misspelled words, with directions to study those words.

At the end of each month she tied together with baby ribbon each child's perfect papers and returned them to the owner. There were very few of these in September, but the number has increased with each month, so that in December three-fourths of the class had starred papers to take home, and some had as many as there had been school days in the month. The children were doubly proud to take home and show these testimonials, because the prize was the work itself. The giving out of the December papers was made a part of the Christmas rejoicing.

The Naming of the Days.

FRIDAY.

By MARGARET J. CODD.

What day is this, children? Yes, this is Friday (writing it on the blackboard), and you may write it carefully, after we have finished our talk.

How many remember what we learned about Odin or Woden, as he was sometimes called? What day did the people of the North call after his name? His wife was Fria or Frigg, and what day do you think was named after her?

Frigg was the first of the goddesses and queen of the asas. She sat with Odin in his mansions and looked out upon all the worlds. Perhaps she heard what the ravens whispered to Odin, for she knew the fate of all men, but she never told what she knew. Frigg was so wise that she knew what the animals were talking about, and could even hear the little flowers whisper their secrets to each other. Her first son was Thor; she had another son called Balder and she was also the mother of Tyr.

*Authorities differ slightly as to this, some naming the day in honor of the vanadis, Freyja, or her brother Frey.

How do you think Frigg looked? She was the great loving mother. Look up, when you say "good night" to-night to your own dear mother, and you will see the same love in her eyes, that Frigg gave to her children; and Balder, her second son, she loved best of all.

I have told you stories of Tyr and Thor. Shall I tell you a story now about Frigg and Balder? This is a story of how Balder died.

THE DEATH OF BALDER.

"Balder was the second son of Odin and Frigg, and was the noblest and best of the asas. He was so good and kind, that everything in the world loved him. He exceeded all other beings in gentleness and in prudence and eloquence; and he was so fair and bright that *light* was said to come from him." He had a palace called *Breidablik*, which means the *broad, shining splendor*. In this beautiful palace nothing that was not pure could exist.

Balder once had a mysterious dream. He dreamed that his life was in danger. His heart was full of sad foreboding, and he told his mother, Frigg, the cause of his trouble. The other asas knew that Balder's death would be the beginning of their downfall, so they were all filled with sadness.

There was no doubt, from the word of the wise ones, but Balder's life was in peril, so Frigg, his mother, begged fire, air, earth, and water, and everything in nature not to hurt the gentle Balder. They promised and she bound them by an oath. She went to everything except one little plant, which was so young and weak, that Frigg thought it could do no harm.

When it was known that nothing in the world would harm Balder, it became a favorite sport of the gods to get Balder to stand up and serve as a mark. The hardest stones would not hurt him, nor the sharpest sword or spear.

All this was regarded as a great honor to Balder, but Loke, the spirit of evil, was vexed that Balder was not hurt. So Loke disguised himself as an old woman and went to Frigg.

Frigg asked what the asas were doing at Asgard at their meeting. The pretended old woman (Loke) replied, they were throwing spears and darts at Balder, but were not able to hurt him.

"Yes," said Frigg, smiling, "nothing can hurt Balder. I have an oath from all things."

"What," said the old woman, "have all things sworn to spare Balder?"

"Yes," said Frigg, "all things except one little shrub, the mistletoe, which grows by Walhalla. That was so young and feeble, I did not ask it to promise."

Then Loke, running swiftly to the place where the mistletoe grew, tore it up by the roots and gave it to the dwarfs to make it into a spear. Taking this spear, he went to the meeting. There he found Hoder standing alone.

"Why do you not throw something at Balder," said Loke. "I have nothing to throw, and besides I am blind and cannot see," said Hoder.

"Take this spear," said Loke, "and I will guide your hand."

So Hoder, wishing to honor Balder, threw the spear. It pierced Balder through and through and he fell lifeless.

When Balder fell, the gods were filled with sorrow and horror, but they could not take vengeance on Loke there, for it was a sacred place (a place of peace).

When the gods were more composed, Frigg begged them to go to the lower world and find Balder and to offer a ransom to Hel, the goddess of that dreary place, for Balder's return. Hermid, who loved Balder dearly, said he would go.

He sent back word, that if Balder was so universally beloved, and if all things would weep for him, then he might return, but if anything spoke against Balder, or refused to weep, then she would keep him in her gloomy kingdom.

The gods now sent messengers all over the world to beseech everything to weep for Balder. All things willingly complied—men, animals, the earth, stones, trees, and all metals; just as we see things covered with moisture like tears, when they come out of darkness and frost into the warm sunshine.

When the messengers were returning, they met a giantess named Thok. They asked her to weep, but she refused saying, "Let Hel keep what she has." This enemy to poor Balder was Loke, disguised, the same evil spirit who had brought all this trouble to Balder.

So poor Frigg went sadly to her mansion, Fensal, where she sat weeping and mourning for her dear son. The brightness of day was gone with Balder and dark and gloomy the twilight of the gods settled over Asgard.

A little chicken was nearly ready to come out of the egg. He pecked a hole in the shell, and cried, "Peep! I want to come out." But the mother hen said, "Cluck, cluck! Not yet. You are not strong enough to stand on your feet, and you are not used to the air." So the little chick waited till he was used to the air, and strong enough to stand on his feet, and then he came out in a ready made suit of yellow feathers.

Language and Drawing.

By ARTFUL JANE.

If you will tell me how, children, I will draw this slate upon the B.B. What shall I do first?

"Make four lines." (The teacher drew four horizontal lines.)

"But two must be standing up. I mean two must be vertical lines." (The teacher erased two of the horizontal lines and drew two verticals, without relation to the remaining horizontals.)

"But they must come together at the corners." "You must make four corners."

I think you gave me too much to do at once, and that was why I began wrong. Suppose you tell me just what line to draw first, how to make it, and how long it must be.

"Make a vertical line, ten inches long," said a careful child who had measured her own slate by means of the sticks that lay on her desk. (Teacher erased former work and drew the line required.)

"That's for the left side of the slate. Now you must make the top line."

But how? If you don't tell me all about it, I shall certainly go wrong, for I never drew this slate before.

"Begin at the top of the vertical line, and make a horizontal line." (Teacher did so, but in the wrong direction.)

"The other way."

Why the other way? I did just as you told me to. (Some difficulty was experienced in explaining why the line must not be made

to the left. Finally the reason was given by a bright child.)

"Carrie said the vertical line was for the left side of the slate, so the horizontal line must be to the right." (Teacher seemed to understand at last, and reversed the line, making it three feet long. At this, heads were shaken, with smiles and frowns, and a chorus of "No, ma'ams" filled the air.)

"It's too long," said several; and others, applying their sticks, decided that it must be six and a half inches in length. The teacher reduced it as required.

"Make the bottom line just like the top." (Just above the top line, the teacher drew a parallel of equal length. This exasperated the earnest children quite comically, while it amused the frivolous beyond measure. The teacher called upon one of the latter class to tell what was wrong and how to right it.)

"Put it down at the bottom." (Teacher erased and drew a similar line at bottom of board. The child who "didn't mean that" was required to tell just what she did mean.)

"Draw it under the top line, at the bottom of the vertical line." (The teacher thought a moment and not seeing any escape from this direction, put the line in the right place.)

"Now make another vertical line." Teacher did so, at some distance from the drawing.)

"It must touch the two horizontal lines at the ends." Teacher drew a line in the right place, but too long.)

"It's too long." "Rub off the ends." "Rub off more." "Down to the top line." "Up till you come to the bottom line." (The foundation oblong was thus achieved.)

"Make four more lines inside." (Teacher added four lines as in Fig. I.)

"They must be like the other lines." (Teacher changed as in Fig. II.)

"They must be an oblong, just inside the other oblong."

How near? "About an inch."

About an inch *near*? (Smiling.)

"About an inch from the other lines." (This time, the inner edge of the slate frame appeared, to the children's intense satisfaction.)

"The corners ought to be round."

Which corners? "All the four."

But I see 'eight. "The outside corners."

Now, Edith, tell me just what to do. "Rub off the square

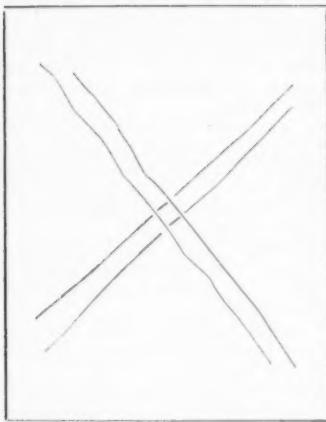


Fig. 1.

corners on the outside and make round corners." (This was done.)

"My slate has little wooden nails in it." "My slate shows where one piece of the frame crosses over the other at the corners."

Why, so does this; but you have given me such a nice drawing lesson that I think I can place these without your help. (The teacher, knowing that to describe the positions of the rivets and cross-lines at corners would be too difficult for such young children, extended the inner horizontals until they met the outer verticals and made a good substantial dot in each corner to represent the rivets.)

Now you may draw the slate, and see if you can make your vertical and horizontal lines as straight as mine and your corners all alike.



Primary Occupation.

By N. B. F.

Clothed number problems in the question form should be written on the board for the children to read and copy and supply the proper illustration and answer. These may be made to embody all the subjects taught in the number class. When the children have finished nine they may begin making figures. To make them nicely requires much practice. Give subjects about which simple stories may be written, like "The Snow;" "What did you do Saturday?" etc. As the vocabulary of the child is limited it is well to have some of the words he will use where he can refer to them.

Letter-writing may be begun in the latter part of the first year by the advanced classes. The heading and subscription should be copied from the board and the body of the letter made up of simple stories of the child's own composition.

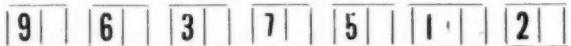
As an aid in the quick recognition of printed words for advanced first-grade pupils, cut from newspapers or magazines columns of printed matter of almost any description. Let the children take pencils and underline such words as they recognize. It is not expected that they can read the matter, but the object is to see again and recognize the words taught.

Use little pictures arranged in groups on board or chart for children to compose and write clothed problems that are suited to the arrangement.

Write ten or a dozen familiar words on the board for children to write in well-worded sentences.

Simple stories may be read by the teacher to the children for them to reproduce as best they can in their own language.

For second-year work, prepare on a large sheet of paper work like the following to be copied on slate and filled in to make twelve, thirteen, or whatever number may be desired.



This in more simple form may be used during the first year.

Lists of incomplete equations like the following may be copied and completed and aid greatly in the fixing of the compound number work:

4 gills =	
2 pints =	
4 quarts =	
12 inches =	
3 feet =	
7 days =	
12 things =	
12 gills =	pints.
8 quarts =	gallons.
14 days =	weeks.
6 inches =	foot.
15 feet =	yards.

Different combinations in fractions, as $\frac{1}{2} + \frac{1}{2} =$; $\frac{1}{2} + \frac{1}{4} =$; $\frac{1}{4} + \frac{1}{4} =$; $\frac{1}{4} - \frac{1}{4} =$; $\frac{3}{4} - \frac{1}{4} =$; etc., may be given, all to be shown in diagrams and answers supplied.

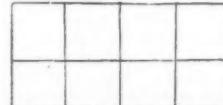


Fig. 2.

Another means of drill is to place on the board a picture as, with direction to "Write all you can see in it," expecting all the different combinations in eights.



Henry passed a blind man who was singing for money. He had no money to give him, and felt very sorry. A carriage passed and the little boy in it threw some pennies; but they rolled away as the man had no eyesight. Henry searched for them and handed them to the man. Which was the kinder, Henry or the boy who threw the pennies?

Sewing for Primary Grades.

A class of third-year pupils was observed at work.

The material was scrim, showing the threads very plainly, and lemon-colored worsted thread.

The pieces of scrim were eight inches in width by $1\frac{1}{2}$ feet in length. Threads were drawn to keep the sewing straight.

The less skillful pupils were applying a running stitch from end to end, taking up two threads and passing over two at each stitch and keeping the sewing between the same two longitudinal threads. The worsted threads lay side by side, in some cases four abreast. Some of the pupils had been very careful not to draw their threads too tightly, and their work "wasn't puckered a bit."

The more advanced pupils were learning a backstitch, going back two threads and forward two with each stitch, and drawing the worsted loosely, so that the effect was that of a row of tiny loops or tufts. The efforts at evenness were very painstaking.

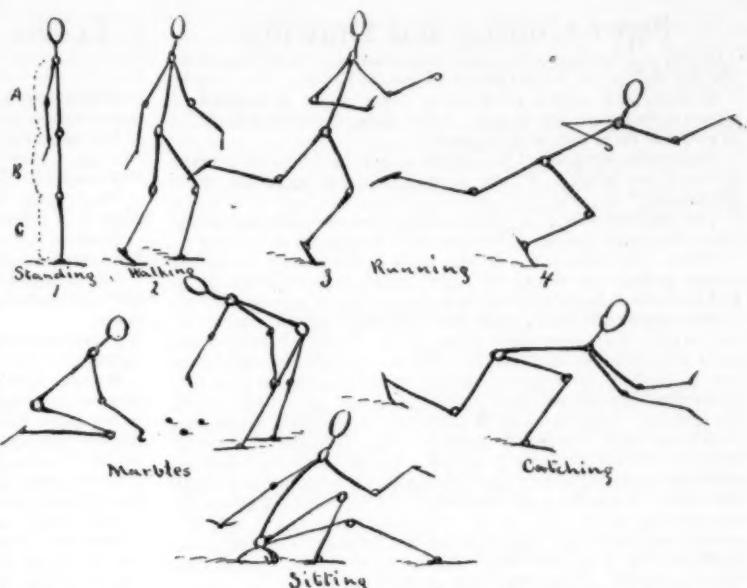
The teacher sometimes stopped the class and sometimes a row at a time to give instruction in needle holding, use of thimble, etc. She directed the children to hold the needle between thumb and finger, near the point; then to bring the thimble against the eye of the needle and push it through. This was done with hands raised, as a separate exercise.

One of the most difficult things in teaching sewing seems to be the use of the thimble. Some of the children avowed their inability to make the thimble finger do its work, but went on trying.

Boys and girls were both at work with their needles. In some instances the interest of the boys seemed greater than that of the girls, but their fingers were more awkward, being used to harder occupations.

If a thimble was dropped, its owner picked it up and no one else noticed the movement. Children were not reproved for exchanging remarks about their work. If a pupil needed assistance, he followed the teacher to whatever part of the room engaged her attention and asked it. The work did not appear at all soiled.

All language used was perfectly grammatical and the forms of politeness were observed.



If this is so do we not make a mistake by feeding him with so much that is dry and uninteresting? Stop and think how uninteresting straight lines, triangles, squares, wash dishes, vases, and the 1000 similar things were to you, and then imagine their effect on a wide awake, fun loving, mischievous boy. He is all life and action and will be delighted if these elements can be introduced in his drawing lesson.

Interest is more to be desired than method. A method may be correct, but dry as chips. Make the work interesting and good results will follow, even if the method is not of the best.

You have seen Palmer Cox's "Little Brownies" and read the rhymes that go with them. One might criticize the proportion of the little men and find fault with the truth of their being, but nevertheless the fact remains that they are little fellows full of life and intensely interesting, not only to the little folks, but to grown up ones as well. Who will dare to estimate the developing force these little pictures contain.

The great problem of education is to awaken the interest of the child and then to direct that interest to the best possible advantage.

So let us lay aside our models to-day, our straight-jacket rules, "our broad gray lines," our "sitting in the seat this way," and our "holding the pencil just so," and let us have a "real nice time" learning how to represent action, motion, and life.

These little men are not easy to draw; they are quite difficult, as you will find by trial, but a little perseverance will overcome the difficulty.

For convenience represent the body, thigh, and leg as equal in length. A, B, and C, Fig. 1. Make these elements equal in all of the figures.

The foot is one half the leg in length.
The hand reaches to the middle of the thigh.
The vertical line suggests stillness, Fig. 1.

Changing the vertical lines to oblique, imparts motion, as in Figs. 2, 3, and 4.

The oblique line is the line of action. It is always suggestive of motion. Compare Figs. 1 and 2.

The more oblique the lines the greater the action. Compare Figs. 2, 3, and 4.

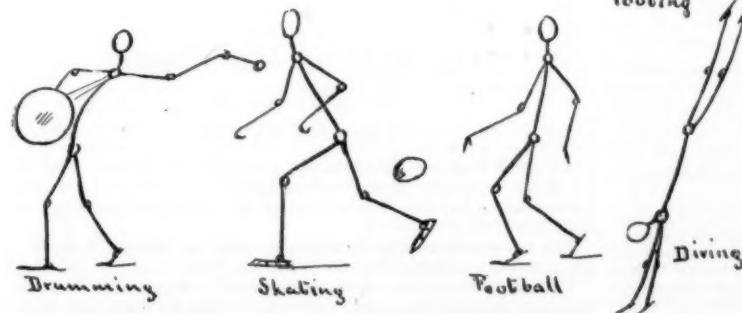
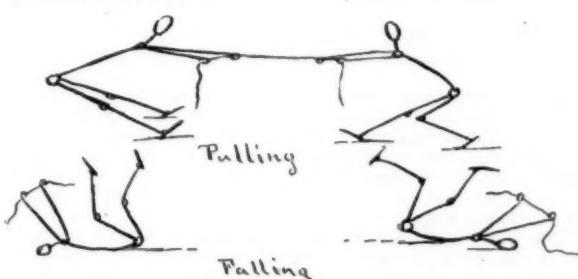
These little figures are:

- (1) To teach action.
- (2) To illustrate ideas.
- (3) For language work.
- (4) For busy work.

Give problems similar to the following.—

- (1) Draw a person running.
- (2) Draw a person walking.
- (3) Draw a person jumping.
- (4) Draw a person sitting, reclining, jumping a fence, catching a ball, knocking a ball, pitching a ball, throwing, swimming, &c., &c.

Use the little men for language lessons.



Order of a lesson from the geometric solid.
1. Observation by the eye, by the hand. 3. Term or name given. 4. Drill. 5. Application. 6. Drawing and modeling.

Paper-Cutting and Drawing.

(Report of a lesson given to second grade children, at the College for the Training of Teachers, No. 9 University Place, N. Y. city.)

Scissors, and sheets of drawing paper about 10 inches by 8 inches in size were distributed. Upon these were drawn circles of two and three inches in diameter.

Statements were called for and the pupils said: "I have seven circles on my paper." "Four of my circles are large and three are smaller," etc., etc.

The children were then directed to cut out a square containing one of the large circles. Direction then proceeded as follows:

When you have cut out the circle I don't want to see any scraps except the rim of the paper, which must be in one piece. Cut from the side of the square in as far as the circle, and then stop.

Now cut on the line. Open your scissors wide and cut as far as you can; then open them wide again. So cut all around the circle very carefully and neatly. When you have finished, show me by folding your arms. Ellie's circle is going to be a very pretty one. Morgan will have his rim all in one piece, he is cutting so carefully. Keep thinking of the center of the circle as you cut.

We are ready now for the second circle. Take one of the large ones and cut out a square as before. We will see who can go on with this circle without further directions. I see some scraps on one desk. I wonder what that means. I see some scraps on the floor in one place, too. Here is a very pretty circle. Arthur's second circle will be better than the first because he is going the right way to work this time. Lay your circle on the felt and fold your arms. (Etc., etc., until all were cut out.)

I see some very nice work on this desk. I like it because the last is better than the first. Here are some scraps on the floor. Arthur is very careful to keep his pieces together on the desk.

One, two, three! (A call to order.) Mary and Morgan may be my helpers to-day because they have been so very neat about their work that I am sure they won't drop any scraps upon the floor. Have your pieces ready. (Each pupil deposited his scraps in the baskets which the little "helpers" passed.)

Arrange your larger circles (a slight pause) in one row—near the back edge—of your desk. Let us see who has good ears and has heard just what he has to do. Arrange the smaller row—right in front—of the larger ones.

I will write the word circle. Take a good look at it before I erase it. (Word appears on blackboard, remains a moment, and then disappears.) Write the word circle on each of the circles that you have cut out.

Now lay your large circles in one pile and the small ones in another pile on top of them. How many would like to take their work home to-day? If you do, will you put the papers in some good place so that they will not get on the floor? Can you take them home without crumpling or soiling them?

Put out your right hands so (in front). Hold your fingers as if you had a pencil in them and were drawing—so (pointing toward the left).

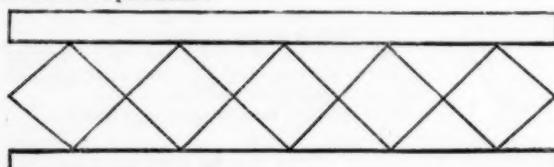
We are going to draw a circle in the air. Place your hands where the bottom will be. Move around to the left, up, around to the right, down, around again, and again, and again.

The four children that I shall name may step to the board. This chalk is of the soft kind that crumbles and breaks very easily, so hold it very lightly—pointing toward the left. Face the class and be teachers; first, show the children in their seats how you are going to draw your circles. Face the board and write your numbers (1, 2, 3, 4—one for each pupil, written above head). Each will draw under his number. Place your chalk where the bottom of your circle will be. Practice around and around and around without marking. Keep thinking how your circle is going to look. Draw once. You may return to your seats.

The children who did not draw may tell me which circle to leave on the board. (All voted for No. 3. The rest were erased, and four other pupils went through the same steps.)

Both arms out in front. Hands like shelves (palms down). We will make two circles at once in the air (beginning at the bottom of each and moving hands toward each other, then away at the top).

[The foregoing was one in a series of lessons leading to design. Work with colored paper follows, the outlines being drawn upon the back. After the circle come the square and oblong. Each in turn is arranged in repeats for borders and pasted thus:



At first only one form is used, then two are combined. The first combination in color is of two shades of the same color. Three shades of the same color are sometimes used later. In the first pasting only one example is pasted at the end of the sheet, and a statement is written beside it, thus: The oblong has four edges. It has two equal long edges and two equal short edges. Some of the exercises include free-hand cutting as well as free-hand drawing. After several circles have been cut by outline an attempt is made to see how good a circle can be cut without this guide.]

Lesson in Sticks for February 22.

By J. B.

(Each child has a bundle containing 18 sticks, five inches long; 2 four inches long, 6 three inches long, and 5 one-inch sticks)

Let us count our sticks and place those of the same length in one pile. How many one-inch sticks have you, John? "I have five one-inch sticks."

How many more three-inch sticks than one-inch have you, Kate? "I have one more."

Beatrice may tell me how many four-inch sticks she has. "I have two four-inch sticks."

Let us count the five-inch sticks together. Hold them in your left hand and count as you put them on the table with the right hand.

Yesterday I told you a story about whom? "George Washington."

He was the great commander of the army in this country when it was fighting for its rights against England. When he was a boy it was his delight to play soldiers with his schoolmates. He was always the captain of the small company. Then what would he carry? "A sword."

Let us make a picture of one. Place 3 five-inch sticks in a line from right to left.

How many inches long is this line? "Fifteen inches."

One inch from the right end, above this line, place a one-inch stick back and front. Four inches from the same end place a one-inch stick as before. Lay a three-inch stick right and left, joining the ends of these. (Fig. 1.)

Fig. 1.

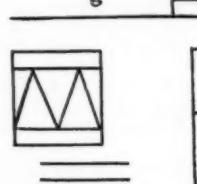
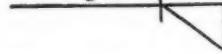


Fig. 2.



What would the private soldiers of the company carry? "Guns."

To make the picture of one, place a line right and left, fifteen inches long, using five-inch sticks. How many sticks will you use? "Three."

At the right hand bend below this line put a three-inch stick back and front. Place a five-inch stick slanting between the end of this and the long line. With 3 one-inch sticks make a trigger for the gun. (Fig. 2.)

Do you think of anything else the company would use? "One boy would have a drum."

Make a square with five-inch sticks. How many sticks will you need to use, John? "Four sticks."

Within the square place right and left, one-inch from the top, a five-inch stick, and one-inch from the bottom another. Between these with 4 three-inch sticks represent the strings of the drum. The drum-sticks may be 2 five-inch sticks. (Fig. 3.) With the remaining sticks make a picture of a flag. (Fig. 4.) Now I should like to have each one draw very carefully on this paper a picture of his sword, gun, drum, and flag for me. As you take up your sticks please put each length in a separate pile.

Take away ten inches of the sword. How many five-inch sticks? "Two."

What have we left? "A soldier's cap."

Take away the five-inch stick of the cap. What have we now? "A bench."

Take up the bench. From the gun you may take ten inches. Now the one-inch, the five-inch, and the three-inch sticks below the line. What remains? "A chair lying on its back."

Take up the chair. Take away the sides of the drum. What have we left? "A border."

From each side of the border take a five-inch stick. Do so again. What is left? "Two pitch roofs."

Take away the roofs, the drum-sticks, and the sticks of the flag. What remains of the flag? "An oblong."

Take away the front and back of the oblong, now the sides.



The Story of Washington.

FOR LITTLE FOLKS.

By LIZZIE M. HADLEY.

I wonder if any of the boys and girls who are always glad of a holiday have ever thought that they have one on February 22, because upon that day, a hundred and sixty-two years ago, a little baby boy was born?

His name was George Washington and his home was in Virginia, not far from the beautiful Potomac river.

He had two brothers whose names were Lawrence and Augustine, and although they were much older than he, I am sure they were glad of another dear little brother to love and pet.

After little George became a man and was the great General Washington, our first president, people wanted to know what kind of a boy he had been, and a great many wonderful things were told about him; but a hundred and sixty-two years is such a long, long time ago, that we can't be sure that these stories are all true ones. But we know that he tried to be a good boy, and that he was so brave that he dared to tell the truth, even when he had done wrong.

Like other little country boys he learned to hunt, to fish, to ride on his pony, and to read and write. Whatever he had to do he tried to do well, and though he hadn't many playmates, I am sure he was a happy little boy.

Before he was very old his father died and left his mother to take care of the big farm, or plantation as it was called, and of George and the other children, for by this time there were three more little boys and a little girl in the family.

By and by when he was a little older he thought it would be a fine thing to be a sailor and go across the sea to other countries.

But he found that this was going to make his mother unhappy, so, although his clothes were already on board the ship, he said, "I will stay with you, mother."

Don't you think his mother was glad that he was willing to give up so much for her sake?

Though his mother had a big farm there was not much money, and George thought he ought to do something to help her, so, when he was only sixteen he learned surveying. This was very hard work, for a surveyor is a man who measures land and he has to be very careful and make no mistakes. For three years George worked in this way, sleeping in a tent or out of doors; often living for weeks at a time in the woods.

Nearly all this time the people were having trouble with the French and Indians, about the land, and they quarreled so that at last the governor of Virginia looked about for some one to send to the French commander to find out about the trouble.

By this time George was nineteen years old, and while surveying land he had seen so much of the French and Indians that the governor thought that he would do better than any one else.

So one October day he left his surveying and went into the woods to find the French forts, a great many miles away.

It was a long, hard journey, and by the time he was ready to come back the weather was very cold. After all his trouble the French commander refused to do as the governor wanted him to do, and still went on building forts, taking possession of the land, and doing all he could to trouble the English.

But, though he failed to drive the French away, the people were so pleased with his courage that they made him a lieutenant-colonel, and had him drill their soldiers to get ready for the war that was soon begun with the French and Indians. This long, cruel war lasted until the French were driven from the country, and all this time, though Washington was in many battles, he was never wounded. When the war was over he went home to Mount Vernon to rest and to take care of his big farm.

Not very long after this the people began to have trouble with the English king, who wanted a great deal of money, and who thought the people of this country should be willing to give it to him because his soldiers had come over and helped them drive away the French.

But the more money he had the more he wanted, and after a while the people refused to send him any more.

Then the king sent over his soldiers to make them do as he wished them to.

This made the people very angry and they said, "We won't have anything more to do with the English king. We will take care of ourselves."

Then the king sent over more soldiers, but still the people refused to obey and soon a war was begun.

Of course the people wanted some one to lead them and tell them what to do, and they could think of no one who was as wise and brave as Washington. So they made him commander-in-chief of the army.

This is called the Revolutionary war and it lasted seven years.

During this time a great many battles were fought and many of the soldiers were killed. The rest were often cold and hungry, but they wouldn't give up to the English king, and when he found that his soldiers were being killed and that the people would never obey him, he grew tired of the war and sent for his soldiers, who were glad enough to go home and leave the people of this country to take care of themselves. O, what a wonderful day it was when the last of the king's soldiers sailed away! flags were flying in the air, bells were ringing, cannon were fired, and the people shouted for joy.

Of course they thought everything would go just right now, but they soon found out their mistake; for some wanted to do one thing and some another, until at last they said, "When we have been in trouble Washington has always helped us. Let us get him to take care of things now, and we shall have no more trouble."

They all agreed to this and called him from Mount Vernon, where he had been ever since the war, and soon everything went smoothly again.

For eight years he took care of the country and was such a

wise ruler that the people were all sorry when he said they must get another president, and when, not very long after, he died at Mount Vernon, people all over the country put black upon their houses, and mourned because the great and wise Washington was dead.

Though all this happened so long ago, people still like to give his name to states, cities, streets, buildings, and even to their little boys; and everyone is glad to keep his birthday, and tell the children of the good boy who became a brave and wise man and who did so much to make the United States a great nation, that he is often called the "Father of his Country."

Geography for First Grades.

GRADE I.

To the Teacher.—Have talks with the children on subjects within their comprehension, preparatory to regular work in geography, as form, size, position, etc., of common objects in or near the school-house. Train pupils to observe and describe the position of objects on the table or in the room, using terms, right, left, front, back, front-right-hand corner, back-left-hand corner, middle, center.

Draw on the blackboard the outline of the school-room, requiring the pupils to tell you where to place the representation of each object.

Teach the location and names of the streets near the school.

Require the pupils to tell through and across what streets they pass while coming to school.

Teach the direction in which the streets extend, that is, teach the cardinal and semi-cardinal points of the compass.

Show pictures, and relate real or imaginary journeys, using such words as forests, fields, hills, mountains, valleys, brooks, springs, rivers, trees, etc. Be sure that the children understand the words used.

Teach the names of the common fruits and grains, how they are planted, how they grow, how they are used or made into foods.

Teach in the same way the different kinds of native trees, and for what the wood is used.

Teach something about the character and uses of the common domestic animals.

Teach other similar topics. Let your work in this direction be limited only by the intellectual capacity of the children.

Give incidental lessons at appropriate times, as, about rain on rainy days, about clouds on cloudy days, about the sun on sunny days, about snow on snowy days, etc.

Encourage the little ones to bring into the school-room pretty leaves, pebbles, etc., and use them, when possible, in oral language, drawing, reading, and number lessons. Provide for the children's use a large sand-table upon which to play. Let sand and clay modeling form a large part of the busy work for the first year.

GRADE II.

To the Teacher.—1. Review the work of Grade I.

2. Show the necessity of a standard of measurement or scale as used in map-drawing.

3. Show the difference between a picture and a map.

4. Show the picture of a horse, and from it illustrate the fact that a picture or a map is sometimes larger and sometimes smaller than the object itself.

5. Have the pupils draw the school-room, school-yard, and locality. Scale one inch to the yard.

6. Teach the children how to tell the direction of one object from another in nature.

7. Teach how to tell the direction of the representations of objects in pictures and on maps from one another. Be sure that this point is clearly understood. Do not let the children think that one object is higher or above another because it is north of it.

8. The earth. (a) *Surface.* Show a picture and a map of the earth's surface. Draw from the children the fact that the surface is composed of land and water. In this connection be sure that the children really understand the character of the map. The different marks used to represent the different features should be fully explained. Do not let them imagine that the different countries are colored in nature as they are on the map.

In teaching the names and definitions of the different bodies of water, employ the surroundings of the school-house, and lead from them to that which is more distant and unknown.

Take the class to the open fields by the side of a brook or river, where all terms used in geography can be easily taught.

Draw out from the children, by skillful questioning, definitions of all the forms observed. These definitions will always be original and frequently very apt. From the words of the children, used as a basis, teach the correct definition. Call the attention of the pupils to the following objects with their parts:

1. Hill	base, slope, summit.	4. Coast	beach, cliff, bluff, cape, peninsula, promontory, isthmus.
2. Mountain	system, range, base, slope, summit, peak, volcano, crater, fields, woods, meadow, swamp, prairie, desert.	5. River	source, branches, banks, bed, current, channel, waterfall, mouth.
3. Plain	sea, gulf, bay, harbor, strait, channel, sound.	6. Ocean	

When it is not possible to take a delightful trip with the pupils, make a good use of pictures, blackboard representations, and the sand-table.

(b) *Productions.*—Teach that the land produces plants, animals, and minerals; and the water produces fish, salt, sponges, coral, etc.

Here we find the need of a museum in every school. All the objects spoken of should be examined by the pupils, when possible. Pictures of the objects should also be shown; pictures, which show not only the object itself, but the object with its surroundings. Do more than exhibit the object or picture; ask questions about it until it is clearly understood.

(c) *Motions.*—Illustrate the daily and annual motions of the earth, showing the cause of day and night and the change of seasons.

(d) *Zones.*—Show pictures of the different regions of the earth's surface. In this way lead the children to see the different belts or zones of the earth's surface and how they differ from each other.

9. Read nice descriptions of warm countries, showing the peculiar characteristics of the plants, animals, and peoples who live there.

10. Describe cold countries in the same way. Use these descriptions as the basis for language work.

11. Have interesting talks upon the common minerals, productions, animals, races, wind, rain, snow, ice, clouds, the different employments, the materials used, and where they are obtained.—From "TOPICS IN GEOGRAPHY," D. C. Heath & Co.

Beginnings in Mineralogy.

By PROF. F. B. ORMSBY.

The following is intended to be only suggestive and to be adapted to the various grades.

Success should be measured by the interest of the pupils and their increased observation of out-door nature. The bits of geology are for the purpose of adding life to the investigations.

Have pupils provide themselves with a small quantity of common soil. Let them separate it into the different materials of which it is composed. There will generally be found coarse or fine soil or gravel; soft, black dirt, possibly vegetation in the various stages of decay, and sometimes clay. Collect soil from the top of some elevation and compare the quantity of different materials with that found in some depression.

Compare weight of materials. (Make inferences as to why there is more or less of some particular material in a given place. If a molding-board can be had, place upon it a quantity of soil and imitate effect of rain; or better, lead children to find the reason in the roads and fields.)

Collect soil from many different places near at hand, and at some little distance. Children will doubtless discover that all contain some sand and small stones. Use magnifying glass if possible in comparing the finer sand with the small stones.

Pupils will discover that sand is like the stones in quality. This will lead them to ascertain how the sand and small stones come to be mixed with the other parts of the soil, and where both sand and stones come from; how the same was made and how the small stones have had their sharp corners rounded. Pupils can observe how pebbles are rounded by the action of water grinding them together in a brook, or on the beach. If pebbles are found on an elevation this will lead to a little deeper reasoning than perhaps pupils of lower grades can successfully perform. Here then is a chance for an interesting little talk by the teacher, how a long time ago the water of lake or river may have washed over the little stones.

Let children collect and teacher preserve in ordinary glass fruit-jars good specimens of black soil, sand of different colors, gravel, pebbles, clay, limestone, and bits of marble. Even so humble a collection adds immensely to the interest of the pupils.

A few will perhaps bring some quite large pebbles—as large as a base-ball or larger. Crack them open and there will often be found beautiful quartz crystals. If so it is a geode, and will leave an impression of crystallization never to be forgotten. The children will then be much interested in making a few crystals as follows:

1. Tie a string tightly over a saucer or cup containing a solution of alum. Crystals will collect on the string.

2. Color with red or blue ink a strong solution of salt. Beautiful crystals will collect on the sides and edge of the cup.

Find crystals in *rock salt* and *rock candy*. The pupils should now have quite an intelligent idea of crystals and be able to say something of their form.

Let pupils find crystals in pieces of rock and in stones. Notice also snow and ice. The collection already made may also be brought into good use, and possibly enlarged. Many most interesting specimens may be obtained for a day or two among the patrons of the school. Children should also be encouraged to make collections of their own.



Physics for the Little Ones.

By SARAH E. GRISWOLD.

Following the line of thought suggested by some former experiments, work may be given that will encourage observation in the direction indicated and awaken interest in points not before noticed.

The children have become familiar with some of the forms of water and know the cause of the change from water to vapor and from vapor to water.

They see during the winter, frost ice, and snow. They have probably seen ice and snow melt, and form water. It will interest them greatly to find the quantity of water that results from the melting of a definite amount of ice or snow.

The children recognize heat as the cause of the melting. They will be interested in comparing the work of heat in this case with that of a former experiment. The following illustration may be easily prepared, more minute directions being given in Jackman's "Nature Study."

Two glass-beakers or wide-mouthed bottles, as nearly alike as possible, are filled, one with ice, the other with an equal weight of cold water. These are placed in a pan of boiling water over an alcohol lamp. The children note that the contents of both bottles are cold, and that they are placed so that they receive equal amounts of heat.

The heat begins its work, in one case making the water hot, while in the other it melts the ice. They note that the water in the bottle of melting ice remains cold until the ice is all melted.

The children may recall instances where, in places equally exposed to the sunshine, the heat has caused the water to evaporate leaving the ground comparatively dry while in the ditches and little ponds near by the ice is not all melted.

While the heat from the sunbeams falling on the ice is finishing the melting, what will the heat from those falling on the land be doing?

Observations in this direction continued, with conditions kept in mind, will enable the children to deal more intelligently with some of the problems in regard to climate that will come in the course of their study.

Ever since the beginning of cold weather, the children have been noting the frost, where and when seen, and the beautiful pictures made by it upon the window-panes. They have brought in twigs and weeds heavily loaded with wonderful frost crystals only to see them change to brown, be-draggled looking objects in the warm atmosphere of the school-room.

Questions as to where the frost comes from or what it is are met with mysterious shakes of the head, or the assertion by some more venturesome spirit that it is made out of snow.

A simple experiment will illustrate the conditions for the formation of frost, and may help the children to understand the mystery.

A cup of water is placed over an alcohol lamp and the water heated until steam rises and the children are sure that there is moisture in the air. Near this is held a tin cup filled with a mixture of ice and salt. The children feel the cup before it is filled with the mixture, and again after it is filled, and discover that the ice and salt make the surface feel very cold.

When the cup is placed near the steaming water, a thick coat of frost gathers on its surface. Some of the frost is scraped off and allowed to melt, the children thus making sure that it is formed of water.

The experiment is repeated, with variations, such as breathing on the cold surface, placing the freezing mixture in other dishes, and other changes that may suggest themselves to aid the children in recognizing the conditions.

They may be asked to recall experience before given to prove that there is moisture in the air out of doors and to tell of anything that seems to them like the cold surface of the cup. Care must be taken, however, not to force this point. The children may be asked to watch for similar conditions if they do not readily give them.

Many stories and songs of "Jack Frost" are given, and these as well as the observation lessons form the basis for language, reading, and writing.

In each lesson the new words are written just when needed and used, as described in previous work, and it will be readily seen that this work also calls for a repetition of many words used in former work. In each lesson some sentences are written, so that the power to express in writing keeps pace with the growing thought-power of the child.

While dealing with the subject of heat, occasional work may be done to develop the child's power to judge of the degree of heat in water and in the air of the room.

The children place their fingers in water at a certain temperature. The thermometer is placed in the water and the position of the mercury noted. Heat is applied and the temperature raised twenty degrees. The children note where the mercury now stands and are told that the little spaces on the thermometer tell degrees of heat just as the spaces on the clock-face tell minutes of time. They feel the water that is twenty degrees hotter, then raise the temperature again, feel, and measure by the thermometer. By means of snow or ice the temperature may be lowered a certain number of degrees and the children asked to feel and judge the temperature, then test their judgment by the use of the thermometer. This may be continued and varied until the children can tell quite accurately the different temperatures which they have used and can recognize a difference of twenty degrees. The difference may then be made ten degrees, and the work repeated, the children gaining a clearer sense of what is meant by "degree of heat."

The temperature of the air in the school-room, the halls, and out-of-doors may also be noted until the term temperature comes to have a meaning for the children.

In attempting this work the teacher must arrange for many and comparatively regular repetitions of the work so that the children may gain a wide experience. She may not recognize perceptible growth in one month, nor even in one term, but in time the child will have added power, and faith and patience are not too great a price to pay for that.

Many other experiments closely related to these are suggested in "Nature Study," and the teacher who once sees the pleasure and profit of these will seek them out.



The Language of Number.

By ANNA B. BADLAM.

The one great law that should govern the teacher of the lowest grade is that of expediency. The field of number is so large a one that she must needs hold not only a clear mental view of its full extent, but keep constantly a bird's-eye view of it before her, that she may select for her pupils the most necessary landmarks. Later, as the pupils advance in grade, they may go over the ground more in detail, taking always the familiar landmarks as starting points for new tours of exploration and investigation.

It might be well if in company with her pupils the teacher could be advanced in grade, each year, in the primary school, till the upper grade has been passed successfully by her and her pupils; if such could be the case, at the end of the three or four years necessary to complete the course, she would return to the lowest grade with more fully developed powers, and with a much broader knowledge of the scope of her work of developing number, and of the necessary processes to attain successful results.

In the little world of number as it exists in the lowest grade, primary, there is as truly "a time for everything" as there is "a place." The teacher must learn to seize her opportunity.

In the upper grades much has to be done with the pupils to develop not only the *tables of weights and measures*, but operations with them; many of the early steps should have been taken long before the pupils reach those grades, if *time* is to be considered and if economy in its use is to insure the wealth of the pupils' knowledge of number. Let us consider what use can be made of numbers from *one to ten* in developing facts in the table of *weights and measures*.

First: the pupils may become familiar with the several measures at sight and may learn to apply the name.

Liquid measure:

Ex.—1. This is a *gill* measure. I can fill it with *one* gill of water. (Action performed.)

2. This is a *pint* measure. It holds *one* pint of water. (Action performed to illustrate.)

3. This is a *quart* measure, etc.

4. This is a *gallon* measure, etc.

Incidentally.—1. Develop an idea of liquids, and have liquids, as

milk, vinegar, molasses, oil, etc., named; let the pupils make little statements as milk can be measured in a *pint measure*—a *quart measure*—a *gallon measure*—(Oil, etc.; vinegar, etc.; molasses, etc.).

2. Get statements as to comparative size of measures as: The *gill measure* is the smallest measure; the *gallon measure* is the largest. The *gill* is smaller than the *pint*; the *pint* is smaller than the *quart*. The *quart* is smaller than the *gallon*. The *pint* is larger than the *gill*. The *quart* is larger than the *pint*. The *gallon* is larger than the *quart*.

N. B.—1. Develop by sight and by name the several measures in *Dry measure*, viz.—*pint*—*quart*—*peck*—*bushel*. Get statements from the children as to what would be measured by *Dry measure*. Compare the several measures as to size.

2. Develop the several measures of *Long measure* by sight and by name, viz.—*inch*—*foot*—*yard*. Get statements as to what would be measured by *Long measure*. Compare the several measures as to size.

3. Develop the two coins *cent* and *dime* in the *Table of Money*. Teach the child to recognize and name. Compare in value.

4. Develop the two terms *day* and *week* in the *Table of Time*. Compare as to length.

INCIDENTAL WORK.

In connection with these lessons review work with the number 2.

Ex.—One *pint* and one *pint* are two *pints*.

Two *pints* make a *quart*.

One-half of two *pints* is one *pint*.

One-half a *quart* is a *pint*.

One *pint* from two *pints* is one *pint*.

One *pint* from a *quart* will leave one *pint*.

N. B.—Make simple practical questions to illustrate facts.

Ex.—The milkman left one *pint* of milk to-day and one *pint* yesterday, how many *pints* did he leave for the two days?

How much milk must I pay for?

Into what sized can must I turn the milk from two one-pint cans to just fill the can?

Work with the number 3.

Show me a *foot measure*.

Show me two one-foot measures.

Show me three one-foot measures.

Draw a line as long as the *foot-measure*.

Find the rule that measures three *feet*.

Name the rule that measures three *feet*.

Review: One *foot* and two *feet* = three *feet*. One *foot* from three *feet* = two *feet*. Two *feet* and one *foot* = three *feet*. Two *feet* from three *feet* = one *foot*.

PRACTICAL QUESTIONS.

1 have a stick that measures one *foot* and another stick that measures two *feet*; suppose I join the two sticks, how many *feet* will they measure? How many *yards*?

John had two feet of twine for his kite, his brother gave him one *foot* more, how many *feet* of twine had he?

What long rule would just measure his twine?

Work with the number 4.

Liquid measure.

Develop with the class the fact that 4 *gills* make a *pint*, by means of the measures.

Review: One *gill* and three *gills* = four *gills*,

Three *gills* and one *gill* = " "

Two *gills* and two *gills* = " "

One *gill* from four *gills* = three *gills*.

Three *gills* from four *gills* = one " "

Two *gills* from four *gills* = two "

N. B. Give simple practical questions to illustrate and fix facts.

Liquid measure.

Develop with the class the fact that 4 *quarts* make a *gallon*, by means of the measures. Apply this knowledge in reviewing the number *four*. Make simple practical questions to illustrate and fix facts.

Dry measure.

Develop with the class the fact that 4 *pecks* make a *bushel*, by means of the measures. Apply this knowledge to the review of *four*, and in the application of these facts and the fixing of them in the memory through the practical question work.

Time measure :—The number *7*.

Teach the relation of day to week.

Review all the facts of the number *7* in connection with this new knowledge.

Make a variety of practical questions to illustrate and to fix the fact that 7 *days* make a *week*.

Dry measure :—The number *8*.

Develop by means of the measures that 8 *quarts* make a *peck*.

Review all the facts of *8* in connection with this new knowledge.

Make simple practical questions to illustrate and fix these facts.

The Table of Money ;—The number *10*.

Develop by means of the coins the fact that 10 cents make a *dime*.

Review all the facts of ten, and by means of practical questions fix this new knowledge.

Sample Test Questions to be given in connection with this elementary work with weights and measures:

1. There was a quart of molasses in a jug how many pints were there?

2. The milkman left a quart of milk this morning, by noon we had used one pint; how much had we left?

3. There was a gallon of oil in the can, how many quarts were there?

4. I bought a bushel of potatoes, how many pecks did I have?

5. I had a stick a yard long, how many feet did it measure?

6. How many quarts of apples will my peck basket hold?

7. For how many cents can I change a dime?

8. Bought two pints of milk; what was the largest pitcher that would just hold the milk?

9. What is the largest can that will hold four quarts of oil?

10. If I buy 4 pecks of apples, into what large basket can I put them?

11. I have a stick three feet long what does it measure?

12. What large basket must I get to hold 8 quarts of oats?

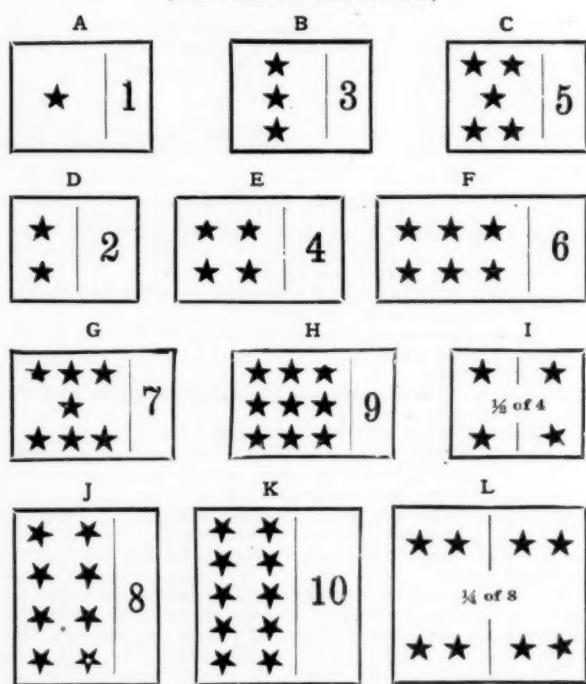
13. I have 10 cents for what piece of silver can I change it?

My experience with children leads me to believe that many of the common every-day facts in number can be simplified till they can be taken easily and naturally, if but taken *objectively* and made a pastime and recreation in language. Familiarity with material objects relating to weights and measures can but help to make the child courageous when he enters new and untried paths as he advances from grade to grade.

The question is not so much *what* to teach the child in the lowest grade but *how* to teach him to use all his powers to familiarize him with the material world about him.

Numbers and Their Names.

(From Parker's Arithmetic Charts.)



0 1 2 3 4 5 6 7 8 9

Busy Work in Arithmetic.

When an entire class is required to occupy itself with the reading lesson until each pupil has had his turn at oral reading, a part of the time is wasted by the brighter pupils, while the time allotted may not suffice for a mastery of the lesson by the duller ones. Children thus compelled to wait upon the progress of slower classmates grow sleepy, and cultivate a habit of inattention. Children made conscious of their dullness by the fact that

the quicker witted are waiting for them, become "nervous" and lose command of what working power they possess. It is better for both extremes of the class that the brighter ones should have the first chance at recitation, and be provided with something to do while waiting. The following is one way of managing:

The day's spelling (consisting of the new words in the day's reading lesson) is on the board, and the class begin studying it immediately after the opening exercises. As they convince themselves that they know every word perfectly, they form on a line for recitation, with their backs to the board. The teacher hears each pupil spell all the words. A pupil who, in his haste to get at some attractive form of busy work, has attempted to hurry through the spelling, simply learns the lesson "More haste less speed," for he is sent back to study it more thoroughly. Those who spell correctly are directed to look over their reading lesson.

At the close of the spelling, a few of the brightest readers are called to the line, and they, having read, are told to copy a given portion of the lesson, with attention to all the rules of arrangement and in their best chirography. This task completed, some form of busy work that is varied from day to day and that either attracts them by its novelty or affords them exercise in some of their weaker studies awaits them, and thus they occupy themselves until the slowest pupils have read and copied.

It sometimes happens that a good reader is a poor arithmetician. As a rule, arithmetical busy work, which may take many enticing forms, is the best to occupy the time saved by proficiency in reading.

1. Draw four dominoes, all different, but each bearing ten spots.

2. Make three examples out of this model: *There were* — *in each box. How many* — *in* — *boxes?* Make them as funny as you like, but be sure to have correct answers.

3. Make as many examples as you can for $14 \div 2 = 7$.

4. Complete this table:

1	of 18 is 2 more than $\frac{1}{2}$ of ?
2	of 16 is ? " " " 4 " 24
3	of ? is 1 " " " 24
4	of 8 is 3 less " " " 12
5	of 14 is 5 " " " 14

5. Draw a picture to illustrate $28 \div 7$, and write the example under the picture.

6. You took the measure of the school-yard yesterday with the rod string. Tell in writing how far you think it is around your parlor; your garden; your tea-table; the block you live in; this room; this building.

7. Solve these examples (give any upon which review is needed).

8. Draw a picture of the house you live in, and be sure to get all the windows and outside doors in their proper places.

9. Draw enough birds flying toward a tree, and enough birds flying from it to make together as many birds as I saw in four cages this morning. There were three each in two of the cages, and four each in the other two.

10. Draw a picture of yourself, with all the balloons you have left out of a dozen, after selling nine.—E. E. K., in *Common School Education*.

Excursions in Number.

By E. E. K.

I. OBJECT.—To accustom the children to such expressions as "three twos," etc.

I have arranged the beads on the first wire in—what, children? "In twos."

Tell me what I do with those on the second wire. "You have made threes."

How about the third wire? "There are some twos and some threes." How many twos? "Three twos." And how many threes? "Two threes."

What have I done now? "You ran your pencil down the frame so as to cut off two on every wire." What now? "You made threes the same way." Ollie may make fours for me.

What do you see on this card? "Two sixes." On this? "Three threes." On this? "Four twos."

What have you on your domino, Clara? "Two sixes." Julie? "Two fours." Solomon? "Two twos." Johnnie? "Two fives." Mary? "Two ones." Freddie? "Two threes." Lulu? "Two fives."

What number are we studying? "Six."

Take six toothpicks. Lay them in threes. How many threes have you? "Two threes." How many sixes can you make with your two threes? "One six." Show me.

Lay the toothpicks in twos. How many twos have you? "Three twos." Can't you make any more? "No, ma'am." Why not? "Because we have only six toothpicks." Tell me in a whole sentence how many twos there are in six. "There are three twos in six." How many sixes in six? "There is one six in six."

Tell me without counting how many ones there are in six.

"There are six ones in six. Lay your six in ones and see if you were right,

Hands behind. How many threes in six? etc.

II. OBJECT.—*To extend the idea six beyond units to groups.*
Six ones make how many? "Six ones make six."

I shouldn't wonder if some one can tell how many six twos make? "Six twos make twelve."

How shall we find out if Robbie is right? "Make twos on the numeral frame." "Make twos of crosses on the board." "I can make six twos with my toothpicks."

After you have made your six twos what will you do? "Count up and see if it's twelve."

How many can count twelve? All of you? How is that when I have taught you only to six? "We learn to count playing." "We count when we swing." "We count when we skip the rope." "I can count to sixty-five." "I can count to—"

Never mind! The question is who can count twelve? What are we going to find out? "If six twos are twelve."

You may make six twos in any way you like and tell me if Robbie was right. "Yes'm." "Yes'm" "He's right." "Six twos make twelve."

Hands behind! Of course you know how many five twos are? (Some know and tell. All verify. In the same way it is decided that two twos make four and four twos eight.)

Now let us see if we can count in threes. You all know how many two threes make? "Two threes make six." Yes, and one three is? "One three is three." What can you tell me about more than two three? (Individuals volunteer information and all test its correctness until they reach "Six threes are eighteen." As the class is studying six stop here.)

If the class can write arithmetical statements let them fill the following blanks for busy work:

2 twos are	or $2 \times 2 =$
5 "	" $2 \times 5 =$
3 "	" $2 \times 3 =$
6 "	" $2 \times 6 =$
4 "	" $2 \times 4 =$
twos are 12 " $2 \times = 12$	
" "	" $2 \times = 8$
" "	" $2 \times = 6$
" "	" $2 \times = 10$
" "	" $2 \times = 4$

NOTE.—This busy work cannot be done unless written language has kept pace with oral.

III. OBJECT.—*To "pick up" all multiplications that come under the study of six and numbers below six, and to encourage further intuitions of numbers below the line of strict study.*

Question and experiment upon 2 fours, 3 fours, 5 fours, and 6 fours. Also on fives up to 6 fives and on sixes up to 6 sixes.

Busy work:

2 fours make	or $4 \times 2 =$
4 "	" $4 \times 4 =$
6 "	" $4 \times 6 =$
5 "	" $4 \times 5 =$
3 "	" $4 \times 3 =$
fours make 24 or $4 \times = 24$	
" "	" $4 \times = 16$
" "	" $4 \times = 8$
" "	" $4 \times = 12$
" "	" $4 \times = 20$

NOTE.—To assist the busy work and teach the writing of all numbers talked about, keep in full view a column or columns of numbers in their order from 1 to the highest dealt with. Children use this for reference. It saves much work in teaching.

IV. OBJECT.—*To practice recalling the discoveries made in preceding lessons.*

Conduct a memoritor exercise on the products dealt with thus far. Pupils who cannot remember are sent to counters to repeat their experiments. By this time all will be able to count thirty-six. Do not insist upon the memorization of these products, but give this exercise merely for the object stated.

For busy work give blank tables as before.

V. Other lessons having intervened, in which the study of six is concluded and the study of seven begun, question and prove 7 twos, 7 threes, 7 fours, 7 fives, 7 sixes, and 7 sevens.

Busy work as before.

VI. Practice on 2 sevens, 3 sevens, 4 sevens, 5 sevens, 6 sevens, and 7 sevens.

For busy work let pupils arrange tables in regular order, as:

$7 \times 1 = 7$ or 1 sevens is 7
$7 \times 2 = 14$ " 2 sevens are 14
$7 \times 3 = 21$ " 3 " 21
$7 \times 4 = 28$ " 4 " 28
$7 \times 5 = 35$ " 5 " 35
$7 \times 6 = 42$ " 6 " 42
$7 \times 7 = 49$ " 7 " 49

NOTE.—If the teacher does not believe in using the chalk along with the tongue in relation to everything studied the busy work offered with these lessons had better not be attempted. Stick-laying, etc., may be substituted.

An Exercise in Mental Arithmetic.

FOR SECOND TERM.

The problems are written on the board, to serve as a reading exercise. If they contain new words, these words are taught and the problems read orally. If not, silent reading is deemed sufficient and the pupil is called upon for the arithmetical solution and explanation only.

The pupils are directed to solve the problem mentally, and to put the right hand (or the left—an exercise in listening to commands) on the head when they know the answer.

Wrong answers are dealt with somewhat as follows:

Example.—If 1 yard of lace cost 18 cents, how much lace can I get for 6 cents?

Wrong Answer.— $\frac{1}{2}$ yard.

Teacher.—Draw the yard of lace here on the blackboard. (Child draws a line about a yard long.) Cut it into halves. How much in this half? (6 cents.) And this half? (3 cents.) That makes how much for the whole yard? (12 cents.) But how much does the example say the lace is worth? (18 cents.) Then you must be wrong. Try again. (Child reads example and perhaps answers $\frac{1}{4}$ yard.) Erase your sixes and divide your yard of lace into fourths. How much will this fourth cost? And this? And this? And this? That makes how much for all? (24 cents.) Is that right? You have told me about 12-cent ribbon and 24-cent ribbon; now tell me about the 18-cent ribbon.

The class observed had learned halves, thirds, and fourths. The only guess remaining was $\frac{1}{4}$. The child made it. The teacher turned to the class and asked: "Right or wrong?" and, "Why do you think Annie is right this time?" A pupil answered, "Because 6 is $\frac{1}{3}$ of 18."

Then the same test was applied as in the case of the incorrect answers and this time "it proved."

The 6 in the example was changed to a 9 and this made a new example.

When this had been disposed of, the 18 was changed to 27.

Afterward the 1 was changed to 3. Thus, by successive substitutions, examples enough were made to occupy the entire twenty minutes devoted to the work, and the mind was kept on pure number, instead of being partially engaged in picturing different commodities.

My "Don't Forget" Book.

I found myself, like a child, breaking my good resolutions almost as fast as I made them, through forgetfulness. The work, the incidents, the surprises of each day would betray me into neglect of important duties that I had promised myself never to neglect again, or into faults which I had been, at one time or another, most desirous of curing. I found the following plan of aiding my treacherous memory very helpful, and this seems a good time of year to offer it for what it is worth to my sister strugglers:

I wrote upon a little blank book the title "Don't Forget" and entered in it the following:

1. Don't forget to look over my grade and my plans for the term once a week.

2. To arrange windows and ventilators first thing in the morning and regulate heat supply (in the winter) by frequent reference to the thermometer.

3. To give out all available material before school opens and at recess.

4. To have a five-minute talk with children at some time during the day on what they see and do out of school.

5. To insist on good *form* as well as correct solution in all slate and paper work.

6. To watch the pencils lest the monitors grow careless about the points or retain them in use after they are too short.

7. To have physical exercise after every period of seat-work.

8. To refer children who fail in calculation to their counters.

9. To watch the monitors who watch the home readers.

10. To insist on some sign being used to express quantities in written examples, as "in" for marbles.

11. To follow language lessons with a drill on correct forms corresponding to the incorrect forms that have been used by the children.

12. To insist on distinctness in speech at all times.

13. To insist on healthful attitudes.

14. To keep the slow pupils as well advanced as possible by individual teaching.

In my efforts to make my teaching perfect I have had no such aid as this "Don't Forget" book. Its title alone, as I catch sight of it in going through my desk for other things keeps me reminded of much that it contains.

Another teacher using this device will make other entries, as well as some of the same. Mine referred, of course, to those points in my teaching or management that were in constant danger of becoming weak points.

The Lilliputian.

The first number of THE LILLIPUTIAN was badly graded, owing to a disappointment in cuts for illustration. Subsequent issues, however, have been graded according to the number of separate words used in each lesson.

As most classes begin a new term in February we "begin again" with this month, giving easier lessons than those in recent numbers. The lessons will again grow very gradually more difficult as the term advances.

In gauging this progression, teachers will differ according to the method of teaching reading employed in their locality, and especially by themselves. It must be remembered that first term or primer words range themselves in two classes: 1, those that are easily taught by the word method, because of their individuality as words or because of the interest that attaches to their subjects (the word squirrel is easy for both of these reasons, being peculiar in appearance and the name of a very interesting little animal); 2, those that are simple of construction and consequently easy to teach by the phonetic method. Primers differ widely in their selection of words of both classes.

In some schools THE LILLIPUTIAN for this month will be found available for children who entered last September. In others it will suit the second year children.

For the sake of further suggestion and so that the teachers may know what is coming, we give here the lessons intended for the next two months. These may be modified somewhat before they appear:

MARCH.

I. Who wants a new doll? Here is a white one for five cents. Here is a black one for ten cents. They are for sale. Who wants the white one? Who wants the black one? Who has five cents? Who has ten cents?

II. This is a March day. March is a windy month. Do you like the month of March? I like to have it over. Then the warm days come. March is too cold for me. Do you know what month comes after March?

III. I have been writing a story. I wrote about four funny children. They all went marching to school. The oldest child marched first. She had a big flower for her teacher. The smallest child marched last. He could not carry his slate. He had to drag it along the ground. May is reading my story.

IV. March is not over yet. The ice is still on the pond. It is not strong, however. Jack tried to skate on it. See where he is now! Do you think they will get him out? It must be cold in that ice-water! There is Jack's mother. See how frightened she looks.

V. Did you ever see snow in March? Oh, yes, many times! That is our snow fort. These boys are holding the fort. We are going to take it from them. Do you see their flag? Do you see their snow Captain? Do you see our snow-balls?

VI. Now the snow is melting. It is wet and dirty. The walking is very bad. I will sweep this crossing. Do you think any one will pay me? Will you give me a cent? I am a crossing sweeper. See how old my broom is.

VII. Here is to-day's paper. Don't you want it, sir? Don't you want to read the news? I have ten more papers to sell. It is cold out here. I wish I could go to school. School boys don't have to sell papers. I am a news-boy.

VIII. Now the cold days are over. March is gone, at last. A new month has come, mamma. Something else has come, too. Do you see my kitten? Do you know where I found her? Out in the woodshed. There are three more. Our old Puss is their mother.

APRIL.

I. This is April. See how it is raining. We cannot go out to play. I don't like April. I like May, don't you? Next month will be May. I wish April was over. What foolish little children!

II. We don't wish April was over. We can have fun in the house. I love to play with baby. She loves to play with her toes. They are such pretty little toes! We play they are five little pigs. Mamma is saying, "This little pig went to market."

III. One step at a time, baby. That's the way! I will not let you fall. Baby loves to walk. She walks a little every day. By May, she will walk very well. I love to teach her. Don't you wish you had our baby?

IV. Fido loves baby, too. Every one loves her. Now she is asleep in her cradle. It is a very old cradle. They don't make such cradles now-a-days. My mamma's mamma slept in it when she was a baby. Fido is taking care of baby.

V. Mamma is sick to-day. This is her breakfast. She will have her breakfast in bed this morning. She doesn't want much to eat. Sick mamas never do. I shall be glad when she is well again. Is your mama ever sick? Do you keep very still till she gets well?

VI. Our Jack has a dog. He named the dog after himself. Can you tell me what the dog's name is? One day Jack was lost. I mean my brother Jack. Mamma looked all over. She could not find him. Who do you think did find him? Why, Jack found Jack!

VII. I love you, papa! Let me kiss you again. Let me tell you a story. Once there was a fairy. She wore very funny clothes. She could run like the wind. She had a bow, but no arrows. That is all I know about her!

VIII. This is the fairy I told papa about. Now I can tell you a little more. Her shadow could run as fast as she could. Do you see the shadow? Have you a shadow? Once I tried to step on my shadow. See if you can step on yours. Sometimes my shadow is very tall. Sometimes it is very short.

Teachers who are successful in using THE LILLIPUTIAN will do us a very great favor by describing their method of using it, and their method of teaching reading previous to its use.

In fact, we wish you would send us descriptions of all your classroom successes. We may not be able to print them all and you may not want us to, but we like to know what you are doing.

Supplementary.

Washington's Birthday

(An Exercise for Ten Children.)

By LIZZIE M. HADLEY.

Together.—We little ones have come here
Because we think maybe
You'd like to hear the story
We tell of our country.

We are such tiny children,
We're most afraid that you
Will think this wondrous story,
We're telling can't be true.

But yet it really happened,
O, years and years ago.
So many that we little folks
Can't count them up, you know.

1st Child.—Yet something we can tell you,
Each one in his own way,
About a little baby
Who came to earth, one day.

2nd Child.—Way back in 1732,
Was his wee life begun,
Now, can't you guess this baby's name?
It was George Washington.

Together.—How strange that after all these years,
His birthday should be kept,
And little ones like us should make
The cradle where he slept. (Fig. 1.)

3d Child.—Then, as a boy so brave and true
Was little Washington,
That he was ne'er afraid to speak
When mischief he had done.

4th Child.—He cut his father's cherry-tree,
Yet wouldn't tell a lie;
I'm sure that he was braver far
Than either you or I.

Together.—Yes, we, I think, should be afraid
To meet an angry frown.
See! here we bring the hatchet,
With which he cut it down.

5th Child.—Then, as the years went on and on,
He older, wiser grew.
Until a man we see at last,
Brave, honest, kind, and true.

Together.—Now, here you see we've tried to make
For you that little tent,
In which he lived for weary weeks,
When westward he was sent.

To bid the French and Indians, go
Back to their homes again.
We're sorry that we have to say,
His mission was in vain.

6th Child.—Here is the dark and lonesome wood
Through which his pathway lay.

7th Child.—And here the little birch canoe
That helped him on the way.

8th Child.—Then came the war in which our land
Its independence won,
And who was then the leader bold,
But he, our Washington?

Together.—The story of that early time
Has been told o'er and o'er;
We'll not rehearse it, but instead,
We bring the sword he wore.

9th Child.—When victory at last was won,
The nation, well-content,
Made him, our honored Washington,
The great, first President.

10th Child.—I bring no tale of victory—
The sadder task is mine
To tell you this great leader died
In seventeen ninety-nine.

Together.—Gone! but his fame can never die,
His name shall live for aye,
And every year shall children keep,
Our Washington's birthday.

(All hold up flags).—
Here is a flag for which he fought,
—Emblem of liberty—
Above the land he helped to save
Still waving fair and free.

(All clasp hands and look up).—
O, Father! Should our ship of state,
Be wind and tempest-tossed,
May still this old flag o'er us wave.
And not one star be lost.

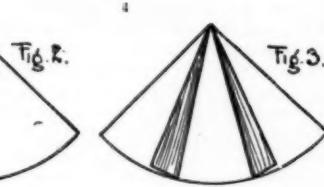
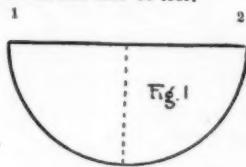


Fig. 3.

4 8 2 5

The cradle, hatchet, and canoe may be cut from paper and pasted upon squares of manilla paper.

The sword and woods may be outlined on cardboard, perforated and sewed.

The tent is folded. From a four-inch square cut a circle. Fold in halves. (Fig. I.) Fold 1 to 4; 2 to 4. (Fig. II.) Fold 2 to 5; 3 to 4. (Fig. III.) Paste upon a square of manilla paper.

Playing Washington.

By SUSIE M. BEST.

I'm going to play I am Washington;
Hurrah! I think 'twill be splendid fun
To charge the British and make them run!

I'm going to play that I'm General George
Commanding my troops at Valley Forge,
And crossing the Delaware's icy gorge!

I'm going to play it's the bloody field
Of Yorktown here and the Reds have kneeled,
And I am the victor that made them yield!

I'm going to play that my land is free,
And the nation I led to Liberty
Has made a president out of me!

I'm going to play at what he has done,
For of all the heroes I know there's none
I'd rather be like than Washington!

SUGGESTIONS.—It is better to have five children recite this piece than one; they give one another courage, the memory tax upon each is less, and more of the children are provided with "something to do." Let a large armchair be placed upon box for a platform, to represent the chair of state in which the President is to sit. The smaller the boy who climbs into this chair, the better. Let a hobby horse be placed beside the chair. The first boy enters, with a toy gun, and recites the first stanza; as he repeats the second line he waves his hat. At the third he charges with his gun. Boy No. 2 runs to the horse, mounts it and rocks violently, while shouting the second stanza. No. 3 enters with a tin sword dangling at his waist. He draws it and holds it over the head of an imaginary kneeling foe, taking a step forward with one foot, while reciting the third line of his stanza. No. 4 is unarmed. He folds his arms during his recitation and at its close climbs into the chair and folds them again, looking as grave and dignified as possible. No. 5, a very small boy with a very big hatchet held over his left shoulder, enters, waving a flag with his right hand and recites the last stanza. A good ending would be to have all recite, together, the last stanza, changing "I'm," "I," and "I,d" to "We're, we, and we'd." For this purpose No. 3 should stand between the horse and chair, still occupied by Nos. 2 and 4, and Nos. 1 and 5 should stand at the ends of the row.

Ear Muffs.

By BERTHA E. BUSH.

Our baby stands by the window
This cold and wintry day,
She sees a man with ear muffs
Across the snowy way.

She calls to mama gayly
(This maiden of two years),
"Mama, come quick, this man has got
Spectacles on his ears."

BELOV'D AMERICA.

For Small Children.

By K. AIMÉE.

(Each child chosen to have a placard, upon which is clearly written the letter about which she will speak.)

First child, holding up **W** This is for Worth in Washington found,
That with his valor, and courage abound.

Second child with **A** *A's for Ambition, a virtue so true*
Combined with all things, that he had to do.

Third child with **S** *S is for Soldier, and each of us say,*
That in each battle, his power held sway.

Fourth child with **H** *H is for Honesty, quality dear,*
That in a man always ought appear.

Fifth child with **I** *I Independence and how he did fight,*
To gain for our nation, sweet "Liberty's" right.

Sixth child with **N** *N for his Nobleness, well known to all,*
Whatever his dealings with large and with small.

Seventh child with **G** *G is for Grave in matters of war—*
All quarrels he thought should be settled at law.

Eighth child with **T** *T for the Trust which in him was placed,*
And never was known to be disgraced.

Ninth child with **O** *O for Obedience, highest of all*
Knowing so well 'twas "Liberty's" call.

Tenth child with **N** *N for the Nation so proud to declare*
Of this, their dear leader, these qualities rare.

Chorus—Let us pause to ask you all to join us—to say again:

"First in war—
First in peace—
First in the hearts of his countrymen."

Editorial Notes.

The dialogue between a liberal in educational doctrine and an anti-liberal, on page 1, will be found of general interest. The intelligent conservative may be assumed to make the replies put into his mouth by the writer or to admit the points thus made. He must either do this or confess the most sordid and mechanical view of life and living. The friend of human education, on the other hand, will gladly relinquish all opposition to a simplified curriculum, under the provision that such teachers shall be employed as are possessed of the motive and ability to liberalize the teaching of the three Rs. Such teachers, in their turn, would gladly hail a changed order of demand upon their energies which would leave those energies free to dispose themselves more economically and more effectively than under the present system of over-organization with its consequent friction and paralyzation.

"A Suggestion," on page 110 is a good one. A short time ago, an article appeared in THE JOURNAL entitled "Criticism of Pupils," in which Dr. C. Wesley Emerson was cited as inspiring his pupils rather than criticizing them. Other teachers are beginning to prove the value of this method. How much happier society would be if unfriendly criticism were removed from among its forces and beaming approval beamed from the eyes of even strangers. This is not a Utopian thought. There is kindness enough in human nature and abundant desire to please, if the schools will stop teaching unfriendly criticism. Read Miss Powers' "Suggestion."

The article, "Primary Science Lessons in the City," which appeared in the last issue of THE PRIMARY JOURNAL, was from the pen of Mr. Edward G. Howe.

Thanks must be rendered to the friends who have sent us reports of meetings. Time has been when the teacher paid no attention to the needs of the educational journal; during the past six months scarcely a paper with a notice of a meeting but has been sent and marked—think of that. We attempt to keep track of all the states and obtain as good a view as possible of the situation and give all the space to reports that can be afforded.

Why was there such a shaking of dry bones when Dr. J. M. Rice published what he actually saw in the public schools of our great cities? If the things said were so why did not some of the teachers speak of them? Some years ago a teacher in a certain city complained of the way things were done to the president of the board of education who merely remarked, "It is an ill bird that fouls its own nest."

The difficulty in getting a place to teach being great, it is not strange there is not courage to face the certain dismissal that would ensue should she point out that the methods employed were faulty. Everything is against independence; subserviency means salary.

Reference was made to the criticism of *Intelligence* that the cost (\$160) of Pres. Stanley Hall's addresses to the Illinois and Nebraska State Teachers Association was too great. The January 15 issue contains a letter from the president of the last named association in which he says it "was a good financial investment;" "many leading lecturers receive as large sums." Dr. Hall asks a pertinent and searching question: "Are your strictures really in the interest of advancing the profession of teaching?" He suggests further that it would be profitable if state associations spent more money on experts in education.

As to whether teachers should be charged less than other people for books, clothes, lectures, there has been a decided change. There was a time when the teachers who met to hold an institute were charged nothing for their week's board. This is no longer done. The teacher is expected to pay just as much as anybody else. The association asked Dr. Hall his price for lecturing and paid it as they did for printing; the printer charged them just what he did to others.

What the state teachers' associations should do is a good subject to discuss, and now is a good time to do it. That of the Empire state got out 100 members at its last meeting. A galvanic battery seems to be needed to bring out the teachers. "Why should I go?" asks a lady teacher. "I know but few who will be there; it will cost me from \$20 to \$30; I shall learn nothing." THE JOURNAL has pointed out that this state of things would come, and has suggested that the association be an incident of a summer institute to last for four or six weeks.

The place for the next meeting of the N. E. A. is not yet decided. The hitch now is concerning the limit of the return ticket; the railroads say 15 days; the N. E. A. say when so short a time is given they cannot get a crowd together. Unless a longer time is given some other point than Duluth will be selected.

In looking over the *Normal College Echo* published by the students of the Albany, N. Y., normal college, a dispassionate

judge must say with Whittier, or some one else, "How many things are done that had better not be done!" There is no more need of an Echo for these students than there is for the men who run the trolley cars up State street. Suppose they are able to get 250 to take it, there is \$250 gone with no result for the college or themselves. Let an old student's advice be heeded. Turn your energies into other channels; publish your poetry in the *Evening Journal* or the *Express* and don't waste time and money on what cannot be of enough good to warrant the effort made.

A teacher had given out the dates of the birth and death of several eminent men, and the ages of each were found by subtraction. Then she gave the date of her own birth and demanded her age. One boy seemed puzzled, and finally asked, "But when did you die?"

The *Voice* says that if there was no whiskey drunk there would be no "hard times." The amount spent for liquor (census returns) in 1892, was \$1,014,592,500, New York spending 181 million. If this money had been saved there would be no need of distributing free food, clothing, etc. This is ten times what is spent on the public school system.

In no other city besides Boston would the daily newspaper discuss with gravity the public necessity of employing pure English in daily speech, alongside with the "pros and cons" of the tariff bill, the need of employment for the unemployed, and other matters of the gravest interest. The *Evening Transcript* says:

"What in the world is to be done with those otherwise good people who persist, in conversation, in using 'I' and 'he' in the objective? Most of these people know better, though some of them are college graduates; but they go on saying, 'Will you go with Dick and I to the symphony?' and even, 'It was between he and I,' though they would never, of course, say, 'Will you go with I?' The number of people who use this solecism is apparently increasing. Public school teachers use it, and the sound of it is not altogether unfamiliar in what is called good society, though 'me and him did it' is not a whit more ungrammatical than 'between you and I.' Evidently some people use the phrase without knowing that they do it; but why should they? Still other people, who have been taught that 'me and him went' is not correct, ignorantly suppose that 'between you and me' is also ungrammatical. In this case, of course, the mistake is due to pure ignorance, and no one can complain of it, because ignorance is generally a misfortune rather than a fault. But when people who have been to school use the nominative case in the objective, and say 'between you and I,' or 'I will let you and he know,' one feels like projecting some convenient article of furniture at them. Perhaps some form of violence will have to be resorted to break up the practice."

In answer to a query as to who is the president of the American Protective Association THE JOURNAL gave the name of President Adams, of the Wisconsin State university. This statement has brought President Adams numerous letters of inquiry. He says that he has no connection with the A. P. A. Letters of inquiry should be addressed to Charles T. Beatty, supreme secretary, Saginaw, Mich.

Iowa Schools says: "In Minnesota the work of preparing teachers, especially for the rural schools, is entrusted in part to summer schools of four weeks, the state appropriating \$27,000. This does not, however, do away with the county institute, which is held for one week in each county. In most of our institutes the teachers are not sufficiently grounded in the fundamental branches to allow of true normal instruction; the time is spent very largely in a hasty review of the common branches."

Minnesota is the first state to attempt to give normal instruction to teachers in the field. When will New York do it?

The Teachers' Lyceum of Alabama, described in another column, is to be commanded to the managers of those State Reading Circles that have fallen into a state of "innocuous desuetude." That such a condition has been reached is due to too little work rather than too much. The course of reading in one state, not long since, comprised two books, neither of which was pedagogical. A State Reading Circle which should make local circles a part of this plan, and which should mark out a program of genuine professional study, would have the support of a large number of earnest, ambitious teachers. The local circle has been the most striking feature of the Chautauqua Literary and Scientific Circle, the success of which has been marked. It is evident that there is, of late, a revival of interest in reading-circle work, along with a tendency toward thorough and effective pedagogical work, which has not been seen before. The Virginia and Louisiana notes in this number of THE JOURNAL will illustrate this. There is marked educational activity in that section.

What a shock it must have been last week to the parents of a young man, a member of the sophomore class in Rutgers college, New Brunswick, to receive a telegram: "Your son was seized, his clothes stripped off, and his body painted by members of the freshman class." It is time to stop studying Greek and Latin there and study civilization. It is time for President Scott to act like a president. "Turn the rascals out" not only, but fine and imprison; a college is the last place for barbarism.

There is not one woman among the 563 convicts in the penitentiaries of Michigan.



Chr. Ufer.

Dr. Ufer was born 1856 in a small town of Rhenish Prussia. He received his first instruction in the public school and later took a four years' course in the teachers' seminary at Neuwied, on the Rhine. His first position as teacher was in the school of an obscure village near Cologne. There he had 120 pupils of varying ages under his charge. Two years later he was promoted to a graded district school and in 1882 became teacher of the second grade in a grammar school at Elberfeld.

While engaged in his first school his attention was turned to the Herbartian theory of education through a publication of the society for scientific pedagogics, which chance brought into his hands. The thoughts he read there aroused his interest, and he resolved to familiarize himself with the foundations on which they were based. His earnest and persistent investigations were considerably promoted through personal intercourse with the distinguished Herbartian whose death recently occurred, F. W. Dörpfeld, who then lived near Elberfeld. The struggle it cost him to master the intricate system, ripened within him the resolve to write a book that would render an entrance into the Herbartian philosophy and pedagogics easier to his fellow-teachers. The result of his efforts in this direction is the well-known "Vorschule der Pädagogik Herbart's" (Preparatory School of Herbart's Pedagogics). This admirable book has won the author many friends on this side of the Atlantic. The plan Ufer followed in its preparation was to present Herbart's theory just as he had explained it to himself. The success of the work is evidence that he took the right course. Six large editions were sold since its appearance in 1883. It has been frequently quoted by American educationists.

But Ufer has worked not only with his pen for the dissemination of Herbartian ideas. He founded at Elberfeld with the assistance of a few friends the society for Herbartian pedagogics, which later developed into a large body of teachers now numbering upward of 500 teachers.

In 1886 he became co-rector of the girls' high school at Altenburg, Saxony. There he had an opportunity to practically apply the pedagogics of Herbart. In the sixth edition of his "Vorschule" he emphasizes that the soundness of the Herbart-Ziller methodics has been confirmed in practice.

At Altenburg he wrote several excellent works, particularly for the teaching of French. In these the first attempt was made to organize also the instruction in modern languages on the basis of the principle of concentration. The labor was rewarded with highest honors by Herbartians as well as other teachers.

There is still another field in which Ufer has won distinction. He has, on the basis of Herbart's pedagogics, which emphasizes the protection of individuality, begun investigations touching the mind diseases in children. In 1890 he published a work on "Nervousness and Education of Girls in School and at Home," which has been highly commended also by medical authorities. This was followed by "Mental Disturbances at School," in which he insisted that attention should be given in the training of teachers to the science of curing diseases of the mind. How the young teachers might be introduced to this study Ufer has shown in his pamphlet on "The Essence of Imbecility," of which two editions were called for in a short time. Many other works have been written by him on this interesting subject.

Ufer is at present director of the Altenburg institution. Dr. Rice, whose articles in the *Forum* have been widely read, visited him and spent several days in the school. He pays Ufer a high tribute, placing him first in the list of school-room artists whose work he has had occasion to witness. THE JOURNAL will in a

later issue present a brief sketch of a lesson by Ufer as heard by Dr. Rice.

Dr. Ufer is a very busy man. Besides writing his many books and carefully preparing himself for each day's work in the schoolroom, he has prepared many articles for educational and psychological papers. He is a regular contributor to the German *Journal for Educative Instruction*, Prof. Rein's "Pedagogical Studies," etc. He writes also for an American quarterly review, the "Monist." Many magazines and journals from the United States find a place on his desk. He follows with interest the upward movement that has begun in education on these shores, particularly the effect of the Herbartian wave which is rapidly breaking down the walls of mechanical routinism.

The *Jewelers' Weekly* of London, says: "The market was stripped of well-cut diamonds by American buyers last year." Here is one cause of hard times.

Prof. J. M. B. Sill, late principal of the Michigan state normal school, has been appointed consul-general to Korea and will soon make the acquaintance of a different sort of people from what he has known hitherto.

The school committee of Boston has passed the order that the dissection of animals be prohibited in the public schools in that city. It had been stated that at a certain school in Boston a practice was made of killing cats and dissecting their bodies.

There are many people in this country who will read that a student of Rutgers college was forcibly seized, stripped, and painted, and chuckle over it as "merely the prank of college students." It is really a "white-cap outrage," and if it occurred anywhere else than at a college would be punished by imprisonment in a penitentiary.

The Wayne county institute, Pa., seems to have been a great success, Prof. Albro, so well known in New York, and Prof. Twitmeyer being the chief speakers. The latter took a new departure, so to speak, in explaining the geology of Pennsylvania; too often the institute is a rattling of dry bones, but with two men like the above there must be profit to hearers.

The Boston *Journal* proposes Mr. George I. Aldrich, at present superintendent of the schools of Newton, as secretary of the state board of education, to fill the place of Secretary Dickinson who resigned. He is thoroughly familiar with the condition and needs of the public schools as well as of the normal schools, which are under the direct control of the board. He is in the prime of life, possessing the culture which the position demands, and is widely known as a gentleman of rare tact, administrative ability, and discretion.

The annual meeting of the Department of Superintendence of the N. E. A. will be held at Richmond, Va., February 20-22. Among the topics which have been selected for discussion are, "Present Phases of Educational Problems in Europe," "The Adaptation of Libraries to Public School Uses," "The South and its Problem," "The Improvement of the Teachers now in the Schools," "Enriching the Elementary Courses," "The University in its Relation to the Teaching Profession," and "The Care of Truants and Incorrigibles." The report of the committee of ten on secondary education, a summary of which was given in THE JOURNAL for Jan. 13, under the title "High School Studies," will be fully considered. D. L. Kiehle, of Minneapolis Minn., is the president of the department, and F. Treudley, of Youngstown, O., is the secretary.

Miss Helen A. Shafer, the president of Wellesley college, died January 20, of pneumonia. She was born in Newark, N. J., in 1839. She left that city with her family while yet a mere child and made her home in the West. She never attended the public schools, but was educated at home and in private schools for Oberlin college, where she was graduated in 1863.

After leaving the college she taught a school in New Jersey. In 1865 she became teacher of mathematics in the public schools of St. Louis. Dr. Harris, who was then superintendent there, ranked her as the most successful teacher in her special line in the country.

Miss Shafer was called to the chair of mathematics at Wellesley in 1877, where she has been ever since. Upon the resignation of President Alice E. Freeman in 1887, Miss Shafer was chosen to fill the vacancy. She possessed marked executive ability and business fitness for the position of president and was an earnest student of education all her life.

The funeral of Miss Shafer took place on January 22. The pall bearers were Edwin Hale Abbott, Horace E. Scudder, Prof. George H. Palmer, Prof. Porter, and Dr. Judson Smith, secretary of the American board. Rev. Dr. McKenzie, of Cambridge, president of the board of trustees, delivered a tender and appreciative eulogy. The remains were then conveyed to the railroad station for the last journey to Oberlin, Ohio, where the interment took place.

Philadelphia.

(By our Special Correspondent.)

The City of Brotherly Love, for two hundred years and more, has borne up under the imputation, in various things, of being "slow." But a man, or even a metropolitan city, can survive this terrible American impeachment if conscious that, although "slow," it is "sure." Philadelphia waited until ten years ago, at a good deal of obvious disadvantage to her educational reputation, before she made up her mind to put her public schools under a thorough system of superintendence. But when the resolve was made, the city "struck high" and called Superintendent James McAlister from the Northwest to one of the most difficult jobs of school engineering in America.

Two things were to be done as preliminary to making the public schools of Philadelphia worthy the reputation of one of the most socially attractive, comfortable, and cultivated metropolitan cities of the Union. First,—to break up the obstinate self-will generated in teachers, officials, and parents by several generations of training in the narrow "district" system of organization. Second,—to finally rub out the almost ingrained stain of social inferiority which, is common with all the original states southwest of New York, was stamped upon the public school system of Pennsylvania, by making pauperism and poverty the only claim to free education by the state. That Superintendent McAlister achieved a brilliant and substantial success in both these directions is so apparent to one who knew the public schools of Philadelphia, even a dozen years ago, that argument on the point is useless; as it would be only that most vain of all efforts, argument "in the face and eyes" of confirmed and ignorant prejudice.

It must be a great personal happiness, as well as a public honor to Dr. Edward Brooks, that he has been called, after many years of faithful service, to the chair of superintendence vacated by the appointment of Dr. McAlister to the presidency of the Drexel Institute of Art, Science, and Industry. Dr. Brooks is the kind of man who without driving his constituents and subordinates to the "ragged edge" of disaffection and hostility, is as surely building up in all good ways as the grass grows and the rain falls while men sleep.

The public schools of the city are still in need of a stronger central authority, to relieve the people from the narrow and capacious rule of petty local officials and guard the sacred interest of education from the ceaseless plotting of sectarian ecclesiastics and partisan politicians. At present the power of the central board is too largely negative and the prodigious advantage of the initiative remains with the local trustees.

But a great point has been gained, in calling the attention of the wealth, culture, and responsible influence of the city to the schools, and, for the first time, enforcing on this side of the Quaker city the obligation to see that public education "receives no harm." To deepen, strengthen, and enlarge this impression, Dr. Brooks is perhaps better qualified than any man; from his long service at the most critical point in state educational affairs, the principalship of the state normal school at the heart of the commonwealth.

Should good Dr. Brooks be "called up higher," in this world or the next, to-morrow, he would leave behind him one of the most beautiful monuments to his well-doing in America, the new normal school for girls, at the corner of Thirteenth street and Spring Garden avenue; the building has not yet been occupied, and the school has only a three months' experience in its new home. It will be in its stately proportions, admirable conveniences, and elaborate furnishing for the school-work, when fully completed, without question, the most attractive edifice for a normal school in the country.

Already nearly four hundred girl graduates of the city free high and corresponding schools are under instruction for a course of two years, with a system of practice schools, including every grade from the kindergarten to the high school. We have seen no such outfit for the study of the natural sciences, biology, physics, and gymnastics, save in some of the larger colleges for women. The pedagogic library will be extensive and complete. The school will have the unusual opportunity of introducing music into the public system of the city. The industrial features of the common schools are also provided for; it being the intention of the management that every graduate shall receive instruction along the whole line of the common school curriculum; certainly, as far as the high school. It is said that the annual changes in the city force of three thousand teachers are sufficient to warrant a situation for even a larger number than are now enrolled. The assembly hall is a model room; capable of seating fifteen hundred people. In short, in placing on the ground, this splendid building for teachers, Philadelphia almost persuades her sister cities into a regret that they have not "bided their time" until they could give such notable proof of thorough conversion to the idea of skilled labor in the public school-room.

In separating the girls' normal school from its subordinate position of many years, as one department of the girls' high school, the powerful and persuasive influence of Supt. Brooks has been conspicuous. The new principal, Prof. Cliff, though only

three months in office, already gives most encouraging evidence of being the right man in a large, new place. A native of Pennsylvania, familiar with the Philadelphia public schools as teacher and principal of a grammar school and professor in the boys' high school, where he has been closely identified with its normal teachers' department, President Cliff is going bravely about his work of organization while still bearing the burden of almost constant class instruction. From a hasty glimpse of a few hours, we brought away a large expectation of good work to be done in the Philadelphia normal school for girls.

The Pedagogic Seminary at Jena.

(The following is an abstract from a paper read by Dr. C. C. Van Liew, at the recent meeting of the Illinois State Association. Dr. Van Liew received his degree of Ph. D. at Jena, where he studied under Prof. Rein. He is at present professor of reading and assistant in pedagogics in the State Normal university, at Normal, Ill. His excellent translations of Rein's "Outlines of Pedagogics" and Ziehen's "Introduction to the Study of Physiological Psychology" have made his name widely known among English-speaking educators.)

It is the aim of the seminary to so arrange and harmonize the pedagogical and educational experiences of the past and present, that the immediate future may the more readily and adequately reap the benefits therefrom and with a truer insight take steps toward a genuine progress. In this regard the seminary is pre-eminently a trainer of philosophical educators rather than mere teachers, although that phase of work which the latter must command, the practical, is given adequate attention. The institution is a protest against the crude empiricism that has so often represented itself in the history of education. Herbartian thought, which constitutes one of the more modern and most important phases of 19th century pedagogics is thus freely and thoroughly, though *by no means exclusively*, represented at this university. But it claims a prominent place here, furthermore, by right of inheritance, being a direct descendant, through the efforts of Brzoska, Ziller, Sroy, of a movement set on foot by Herbart. This present seminary under Rein finds itself able to maintain a standpoint for which those pioneer champions of the University Pedagogical seminary had long struggled.

In brief the position is as follows: (1) The Science and Art of Pedagogics is worthy a place in the university beside the other philosophic, the scientific, and philological branches, etc. (2) Its best, most permanent, results can only be attained, its aim can only be fully met, by granting it the right to maintain its laboratory, the practice-school, on a par with the chemical or physical laboratory. (3) This school, as the laboratory of a university seminary, must be free from the governmental supervision imposed upon the regular school system, and unhampered by the petty restrictions and traditions that harass the common and secondary schools. In other words it must be a university institution in the true sense, free to test, weigh, and experiment, to follow its ideal, unrestrained.

An institution, occupying this position, naturally takes a decided stand in matters of school legislation and administration. The position at Jena is radical, for Germany. Among other points may be emphasized here the following: It calls for a much fuller recognition of the family-principle in education and would free the German schools from that form of system that bureaucracy has so long forced upon them. It would have family and school work together for the education of the child.

The American sojourner at Jena, however, is most attracted by pedagogical theory and practice as seen here. Herbart's pedagogy has placed certain problems before the educational world, that must be answered. Two of these referred to the curriculum and may be stated as follows: What principle should determine the succession of materials in the course of study? What principle should determine the coördination of materials taken from different branches. The seminary at Jena seeks an answer to these problems in the child and in the process (apperception) by means of which the child grows into a knowledge of humanity and nature, and subordinates these, though it does not wholly ignore, the logical unfolding of the facts of the subject itself. Space will not permit a discussion of these points in detail. Suffice it to say, that the two principles used at Jena are known as the "Culture Epochs" and "Concentration," which have recently been variously discussed in American educational journals and newer educational works. Still more familiar has become the third principle of the Formal Steps of Instruction, which is the answer to the third problem: What is the norm of a rational method of instruction?

In these principles, vital educational problems have been placed before the teaching world, to which answers must be worked out patiently and in detail. To test the theory in the details of practice experience; to let these react wholesomely upon the former; to banish formalism and to find and apply that which is genuinely educational; these are in general a few of the lines in which this institution seeks to exert an influence.

A course in pedagogics at the university at Jena includes: (1) lectures in ethics, psychology, history, science, and art of pedagogics; general and special didactics; (2) participation in the work of the practice-school, including test lessons weekly and their critical discussion; (3) preparation and discussion of papers on live educational topics or of reviews of new educational works.

Virginia.

The county as the basis of organization for pedagogical work by teachers, is worthy of consideration. Where state reading circles fail, county circles may succeed admirably, and the work may be carried on under the auspices of a teachers' association, such as exists in most counties of the United States. Indeed this sort of work is to be commended to such associations, as of practical value, and as calculated to make more interesting and profitable, meetings which too often are dry, spiritless, and profitless. One pushing, energetic man or woman is sufficient to obtain success for such a movement. Roanoke Co., Virginia, has such a man in Supt. R. C. Stearns, of Salem. Under his guidance the teachers' association of this county has formed a reading circle, and adopted for study during the present year, "Quick's Educational Reformers" and "Reinhart's History of Education." All the teachers in the county are rapidly falling into line in taking the course. Such work will produce fruits in that county.

Louisiana

At its last meeting, the Louisiana Teachers' Association adopted a plan for a state reading circle, and appointed a committee to adopt a course of work, and arrange for carrying it on. That the teachers of the state, as represented by this committee, mean not merely to have the name of pedagogical study, but intend to do earnest work, is evidenced by the fact that the course for the present year includes the study of five valuable books. Mr. R. L. Hines, of Natchitoches, deserves much credit in the organization of this movement, for which he has worked indefatigably.

Alabama.

The Teachers' Lyceum, of Alabama, is, both in its methods of organization and its plan of work, most admirably adapted to obtain the best pedagogic results. The objects of the organization are stated to be: "The professional advancement of teachers by

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co-operative study and reading; the inculcation of professional ethics among teachers; the advancement of systematic education by the enlightenment of public sentiment respecting the material professional and legislative demands of our schools." The governing body consists of fifteen *professionally educated* teachers, but the distinctive feature of the organization is the enrollment of the members into local circles, which meet regularly for systematic study. That the plan comprehends earnest work is seen from the fact that for the year 1893-4 the following nine books are being studied; Browning's Educational Theories, Allen's Mind Studies, De Garmo's Essentials of Method, Page's Theory and practice, Kellogg's School Management, Irving's Sketch Book, Hill's Our English, Longfellow's Evangeline and Miles Standish. The work is marked out by months in each of these books. The Teachers' Lyceum is under the presidency of Supt J. H. Phillips, of Birmingham, Ala.

California.

Many counties have taken advantage of the law passed in 1893 by the legislature and have organized high schools. Several counties have from five to ten such schools.

The reports of county institutes are unusually interesting this year. We note among the many instructors: P. M. Fisher, editor of *The Pacific Educational Journal*, Prof. E. H. Griggs, Earl Barnes, Agnes Stowell, and Margaret Schallenberger, all of Stanford, Elmer Brown, of the State university, and Prin. Pennell, of Chico normal.

President Kellogg's address at the State convention was excellent. The subject was "The School and its Sponsors." President Jordan delivered a masterly address on "The School and the State."

An effort is being made to secure a normal school in San Diego county.

The publishers of *The Pacific Journal* have given up their plan of publishing a volume devoted to schools and school officers.

Chico is to erect a \$10,000 school-house.

The *Madera Tribune* urges that trustees be compelled to attend institutes.

Butte county mourns the loss of Prin. J. E. Hennessy, of Oroville high school.

Supt. Brown, of Humboldt county, has a novel way of noting faults and merits of his teachers. As he visits he notes either or both and then after numbering his notes he reads before the teachers' convention. No personality appears in these comments.

A correspondent in California to whom we are frequently indebted for notes of progress in that state, gives a list of earnest men and women that are among the educational leaders and prophesies a bright future; he thinks the state is fortunate for having such persons in it. These are the names: "Prof. E. H. Griggs, editor of the *Pacific Educational Journal*; Pres. D. S. Jordan, and Profs. Earl Barnes, Agnes Stowell, and Margaret Schallenberger, of Stanford; Pres. Elmer E. Brown, State university; Pres. M. Kellogg, University of Cal.; Prin. Pennell,

Chico normal; Supt. Foshay, Los Angeles; Supt. Alex. Frye, Prof. E. T. Pierce, Supt. Will S. Monroe, Prof. C. W. Childs, Prof. Herbert Miller, Supt. John Swett, Prof. C. H. Keyes, and State Supt. Anderson.

The Seeds Grow.

THE JOURNAL published February 4, last year, an illustrated article on Drawing and Composition. Our frequent contributor, Miss Fannie Lascomb, was inspired to try the plan it suggested. She was so pleased with the result that she described it in an article which appeared in THE JOURNAL of May 6. The *Educational Journal*, of Toronto, republishes her article in its issue of November 1, with the following introduction:

We reproduce this article by Miss Lascomb, from THE SCHOOL JOURNAL, because it contains an eminently practical and suggestive method of interesting pupils in the verbal expression of their own observations. There is every reason in advanced classes that pupils who are interested chiefly in physics, chemistry, etc., should learn to express accurately, briefly, and in good English, their observations of phenomena. These, and the topography of the district they live in, with the school or farm or roads or woods they best know, will afford plain, sensible subjects for clear, sensible writing, and, if accompanied by drawings, opportunities for the cultivation of accuracy of hand as well as of mind.

New York.

The discipline of the school children in this city always amazes the teachers from the country. They are practiced to go out with military precision. A fire alarm was rung in the building No. 24 Sullivan street, occupied as a school by the Children's Aid Society, in which were 370 children. At the tap of the gong they arose in their seats and the larger girls passed the clothing from the wardrobes. The children were ignorant of the fact that a fire had broken out in the building. They proceeded in orderly manner down the stairs and into the street. The engines dashed up as the last of the children had left the building. The fire was insignificant, having developed in a defective flue.

A meeting of the N. Y. Association of Teachers of Cookery will be held in Room 712, United Charities Building, on Saturday, Feb. 3, at 4:00 P. M. A constitution will be adopted, and officers elected.

Leading Events of the Week.

The "National Conference of Good City Government" met at Philadelphia and made suggestions for municipal reform in the various cities of the United States.—Emperor William effected a reconciliation with Bismarck, thus increasing his own popularity.—It was decided to add the income tax measure as an amendment to the Wilson tariff bill. February 1 was fixed as the day for bringing the matter to a vote in the house.—The German revenue bill was discussed in the reichstag.—The Hawaiian resolution was discussed in the senate.—The Brazilian government fleet rendezvoused at Montevideo preparatory to moving against the insurgent fleet.—The emperor of Russia is suffering from a severe attack of influenza.—Secretary Carlisle held a conference with the leading bankers of New York city relative to the bond issue.

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Correspondence.

To the Editor of THE SCHOOL JOURNAL:—The article on "Phonetic Reading" in your issue of January 6, was composed largely of materials worked out by Supt. E. P. Moses, of Raleigh, N. C. During last summer, Supt. Moses and I agreed to collaborate a spelling book along the lines indicated in the article, and as partner in the enterprise I used some of his materials in an article prepared for the college page of the county paper for use of the students in our state normal and industrial college here. A clipping containing this article was sent you, and you (modifying it somewhat, probably to bring it into needed limits) published it January 6. Though referring to Supt. Moses in the closing sentence, I unfortunately omitted to state his share in the article, giving him full credit therefor.

Milledgeville, Ga.
E. C. BRANSON.

In THE JOURNAL of the 23d inst. occurs the following on page 638: "It is an observation of imagination in an Irish boy aged seven. 'He stood drinking water at a sink, with his back to other people, was making believe to be drinking in a saloon, etc.' Permit me to ask, why an Irish boy?"

Ottawa, Canada.
JOHN A. MACCABE.

It is to be regretted that the writer should look at the observation made by a student of psychology from the point of view indicated above; it would also be absurd to suppose that Dr. Stanley Hall cited it to attack a race: A fact observed is a fact, no matter whether in an Irish, German, or Italian boy.

What is the difference between 6×2 and 2×6 ? Is it right to let children read such expressions the easiest way, *i.e.*, for 6×2 "Six times two"?

CLARA THORNTON.

6×2 means six multiplied by two, or six taken twice, or two sixes. Its picture is $\begin{array}{c} \text{O} \\ \text{O} \\ \text{O} \\ \text{O} \\ \text{O} \\ \text{O} \end{array}$ $\begin{array}{c} \text{O} \\ \text{O} \\ \text{O} \end{array}$ $\begin{array}{c} \text{O} \\ \text{O} \\ \text{O} \end{array}$

$\begin{array}{c} \text{O} \\ \text{O} \\ \text{O} \\ \text{O} \\ \text{O} \\ \text{O} \end{array}$ or $\begin{array}{c} \text{O} \\ \text{O} \\ \text{O} \end{array}$

or any other drawing of two sixes. It does not mean six twos, and it is wrong to teach the child that it does. The expression for six twos is 2×6 . It may be read "two multiplied by six," or (hypercriticism to the contrary notwithstanding) "two taken six times."

I have noticed in several instances, division being taught thus: $12 \div 3$ means 12 separated into three parts. Is it not incorrect? In this problem I divided 12 apples among 3 boys. How many apples did each boy get? Which is the correct solution, $12 \div 3 = 4$, or $\frac{1}{3}$ of $12 = 4$?

In your journal you protest against the teaching of homonyms together. What are your reasons for so doing? Would it be wrong to ask a class to use weak and weak in sentences?

A SUBSCRIBER.

$12 \div 3$ means twelve measured off into threes. It may be pictured thus:

000 000 000 000

There is no connection between this expression and the problem given. Each boy received $\frac{1}{3}$ of 12 apples. (See correspondence in PRIMARY JOURNAL for November.)

Weak and weak should not be put together in a sentence because if they are, they will remain together in the mind and so tumble over each other whenever one is wanted that the wrong

one will, in the majority of instances, be written. This has been proven to the sorrow of thousands. Homonyms should be separated and each put into a great many sentences of its own, so as to become so firmly associated with its own field of action that need will always suggest it, and never its arch-enemy, "The word that sounds like it but is spelled differently." The mind should not be conscious that there is such a word. Whenever this consciousness arises from an accidental collocation of homonyms, the doubt it occasions should be quickly allayed by abundant practice on one of the homonyms, followed, *after intermediate exercises, so that the sound of this word may have ceased to ring in the ears*, by abundant practice upon the other, in sentences.

We have no clear idea here in England as to the education of the negro in the United States. Is the race making the progress expected?

GEO. L. RAINSFORD.

The negroes of the South are certainly making great educational progress. The means for their education now available for them are large and are increasing greatly. There are now more than 25,500 schools for negroes in the Southern states proper, and in them at least 2,250,000 negroes have learned to read, and to write. Last year there were in these schools 238,000 pupils and 20,000 teachers. There are also in the South 150 schools for the advanced education of negroes, and seven colleges with negro presidents and negro faculties. Further particulars can be had of the bureau of education.

The Educational Exchange, of Alabama, says: "Messrs. E. L. Kellogg & Co., have done nothing but work hard for nearly twenty years, and that they have a convenient building to be housed in will be a pleasure to every teacher who has read their publication. THE SCHOOL JOURNAL earnestly strove for improved methods in the school-room, and kept at it year after year, and stills keeps at it. Hence its success has been well merited."

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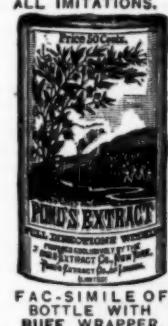
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The new world is continually astonishing the old with examples of perseverance and enterprise; these qualities are now recognized as a part of the American character. No more striking example has been given in recent years than by Hubert Howe Bancroft. What he accomplished was unique, for it required not only the talent of the literary man, but the co-ordination, administration, and systematization required by the superintendent of a vast public work. The story of how a gigantic history was produced is told by Mr. Bancroft in his memoir entitled *Literary Industries*. The description of how he produced this history reads like a romance. Mr. Bancroft went to California during the mining excitement, and opened a book-store, by means of which he amassed a comfortable fortune. While in this business some historical books relating to the Pacific coast fell into his hands and the idea occurred to him of collecting a library of works relating to that region. The collection grew slowly at first and then more rapidly until he was astonished at the number. Many more were found in Europe. When the library was complete it comprised twenty-five or thirty thousand volumes. In the hands of many such a stupendous collection of books would have been useless, because they would not have been able to use it to advantage. Mr. Bancroft himself was dazed at the task before him, but he solved the difficulty by constructing an index that was wholly unique—one by which he could obtain any information needed from any book in the collection and that would adjust itself to the growing library. Then he had to decide what form his work should take. After considerable deliberation he decided on history. But there were more difficulties; such a work as he contemplated could not be accomplished by one person in a lifetime. He had to train assistants; here he found another difficulty, for he could not be assured, until they were tried, that when they were referred to a book they would obtain just the information desired.

In producing the five volumes on *Native Races* he got his force thoroughly trained and organized for the production of the large number of volumes that have followed. In writing the history of such states as California, Oregon, Nevada, Colorado, etc., it was desirable to get much information from living witnesses, such as in a few years would be unobtainable, and this involved a vast amount of additional labor. On the whole, the memoir of *Literary Industries* is a remarkable narrative of how industry, pluck, perseverance, and literary and business capacity brought a remarkable success—one of which Americans should feel proud. Mr. Bancroft's books will be of vast aid to future historians, because in their compilation he has sought above all things the truth. His narrative of how this work was accomplished is preceded by a finely appreciative introduction by George Frederick Parsons. (Harper & Brothers, New York.)

A valuable contribution to economic literature is the book entitled *The Mark in Europe and America* by Pres. Enoch A. Bryan, of Vincennes University, Indiana. The author made a very thorough investigation of the subject with the help of the ample material afforded by Harvard University. What he found led him to differ materially as to the origin of the mark from many writers who had preceded him. The later investigators have tended to place the mark farther back in history than among the Germanic tribes. "This later tendency," says the author, "to discover traces of the village community in all races that have not escaped from barbarism, of course shifts the question entirely, and places it where its answer must rest upon a larger knowledge of tribal conditions and savage races than we as yet possess. The volume contains a most interesting and profitable discussion for students of history and economics. (Ginn & Co., Boston. Mailing price, \$1.10.)

Dr. Langdon S. Thompson has prepared *An Ideal Course in Art Education*, considered in its relation to other school work, the concentration of studies, and its own logical development, which teachers of art would find it to their profit to examine. This course is prepared in accordance with well-defined and widely-recognized principles and is followed by a syllabus of work in elementary art education. A general view of Thompson's Educational and Industrial System of Drawing is also given. The system has the endorsement of Dr. E. E. White, Com. Harris, Assistant Superintendent Calkins, and other leading educators. (D. C. Heath & Co., Boston.)

Mr. S. B. Sinclair, principal of the Model Training School of Hamilton, Ontario, is the author of a manual for primary teachers entitled *First Year at School*. It is a practical, philosophical elaboration of phonics, language lessons, "Grube" arithmetic, busy work, and blending of kindergarten with public school work. The author has the true spirit of primary teaching. He has had for a number of years the supervision of the work of a large number of pupils passing from the kindergarten to the primary grades, and has had exceptional opportunities for extending the objective teaching of the kindergarten, and for thoroughly testing and

applying such methods as can be profitably introduced into all graded and ungraded schools. *First Year at School* has had a large circulation among the teachers of Canada, but has been little known in the United States. E. L. Kellogg & Co., of New York and Chicago, satisfied that it will prove of great value to the primary teachers of this country, are about to issue an edition of it, which will be welcomed by the large number of friends of Mr. Sinclair who are already acquainted with the merits of his book.

Magazines.

—The number of *The Living Age* for the week ending January 6, begins a new volume, a new year, and a new series. During 1893 the department of fiction will include, besides short stories, copyrighted translations of representative French and German novelists. The first issue of the new year contains the opening chapters of a powerful serial, "Manette Andrey, A Picture of Life During the Reign of Terror, from the French of Paul Perret and a charming story, "The Numidian," from the German, by Ernest Eckstein. Other translations will follow.

—The opening tale in the February number of *Short Stories*, "A Fair Substitute," is a story of the stage by Nathaniel Childs, of the Tremont Theater, Boston. Following this are seventeen short stories, original and translated, among which are to be noted a prize story from the "best story" competition, called "The Mother of 'Pills,'" by Ella Higginson.

—*The Century* for February will contain an article by John G. Nicolay, President Lincoln's private secretary, on the "Gettysburg Address," accompanied by a facsimile of the original manuscript there printed for the first time. This article will probably settle various disputed points about the writing, delivery, and correct text of this famous address.

—The February *Forum* contains an impartial review of the whole Hawaiian controversy by the eminent historian, James Schouler, of Boston, who as a student of international law has gone over the whole matter especially for *The Forum*—to make it plain, without any partisan purpose to serve. The number contains a sharp protectionist criticism of the Wilson bill by Albert Clarke, secretary of the Home Market club, of Boston.

—Richard Harding Davis' recent journey to the cities of the Mediterranean has borne fruit in an international story of New York and Tangiers, in which three American types are set against a background of Arabs and enforced residents of Northern Africa. The tale is in two chapters, and will be published with illustrations in the May *Harper's Magazine*.

Literary Notes.

—Fords, Howard & Hulbert have issued *Two German Giants: Frederick the Great and Bismarck*, the founder and the builder of the German empire, by John Lord, D. D.

—A unique as well as valuable work, which will contain a complete set of fine engravings of the "Great Educational Exhibits," will shortly be issued from the press of Wm. George Bruce, Milwaukee, Wis. The illustrations are made from sketches made by a special artist at Liberal Arts department last summer and will be the only complete collection that has been gathered. When it is considered that the exhibits represent in reality the labor of ten million children, as well as the present educational status of the United States, it may be said that the volume will prove an interesting one.

—Lee & Shepard are about to publish a new book by Henry Wood under the title of *The Political Economy of Natural Law*. Its purpose is to outline a political economy which is practical and natural rather than theoretical and artificial, being a study of inherent laws and principles.

—*The Century* Co., New York, have issued "Pudd'nhead Wilson's Calendar for 1894," containing humorous extracts from Mark Twain's latest story, "Pudd'nhead Wilson," now appearing in *The Century*. They offer to send a copy of the calendar free to any one who will inclose them a stamp to pay postage.

—*Civilization During the Middle Ages* is the title of an interesting new work in press with the Scribners. It is a picture as well as a suggestive account of the conditions and characteristics of the middle ages, and is written by George B. Adams, professor of history in Yale University, and a recognized authority on medieval history.

—D. C. Heath & Co., of Boston, announces their long promised edition of Schiller's *Wilhelm Tell*, with introduction and notes by Prof. R. W. Deering, of Western Reserve University.

—Roberts Brothers have just issued *Memoirs of Two Young Married Women*, By Honore de Balzac, translated by Katherine Prescott Wormeley, *The Aim of Life*, by Rev. Philip Stafford Moxom, and *Allegretto*, a volume of poems by Gertrude Hall.

—Ginn & Co. will have ready in April *The Gate to the Anastasis*, by Clarence W. Gleason, instructor in Latin and Greek, Roxbury Latin School, Boston, which is intended to do for beginners in Greek what the *Gate to Caesar* has done for beginners in Latin.

—Clarence M. Bouteille, a teacher of very active brain, at Chippewa Falls, Wis., has begun a serial in the *Voice of Masonry* (Chicago); it is entitled the "Man of Mount Moriah."

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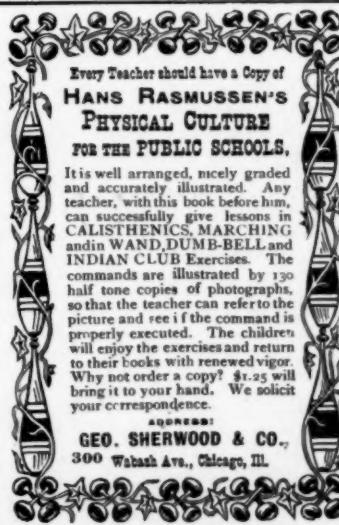
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